2015 – 2016

University of Hawai‘i at Mānoa

Deadline for Receipt of Spring 2016 Applications
BSW—October 1, 2015
(early admission)

Deadline for Receipt of Fall 2016 Applications
BSW—February 1, 2016
MSW (Mānoa Campus & Distance Education Options)—February 1, 2016
PhD—January 15, 2016

General communication should be addressed to:
Myron B. Thompson School of Social Work
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Web site: www.hawaii.edu/sswork
Admissions Email: sswadmit@hawaii.edu
Mission Statement

The mission of the Myron B. Thompson School of Social Work is to provide educational excellence that advances social work with its focus on social justice. The principal responsibility is the generation, transmission, and application of knowledge for the global enterprise with special attention to Native Hawaiian, other Pacific Islander, and Asian populations in our state and region.
Myron B. Thompson

Myron “Pinky” Thompson earned his MSW from the University of Hawai‘i in 1953. A noted leader in the struggle for the preservation and perpetuation of the Hawaiian culture, he was at the vanguard of the Hawaiian Renaissance movement in the 1970’s. While serving as the Executive Director of the Queen Lili‘uokalani Children’s Center, he helped revitalize traditional healing practices such as ho‘oponopono and dream work. With Kumu Mary Kawena Puku‘i and members of the Hawaiian Culture Study Committee, he assisted in the development of Nānā I Ke Kumu (Look to the Source), a seminal, two-volume reference book on indigenous healing practices. Among his many career achievements, Thompson helped to establish ALU LIKE, Inc. and Papa Ola Lōkahi; served as a Bishop Estate Trustee, and as president of the Polynesian Voyaging Society.

Throughout his life, he sought guidance through the wisdom and knowledge of his ancestors to pioneer modern day initiatives that would help ensure the future of Native Hawaiians and all people of Hawai‘i. Pinky Thompson passed away on Christmas day, 2001. The UH Board of Regents approved the naming of the School after him on September 19, 2008. In support were his wife, Laura Thompson, daughter Lita Blankenfeld, sons Myron and Nainoa, U.S. Sens. Daniel Inouye and Daniel Akaka, the Office of Hawaiian Affairs, Kamehameha Schools, Papa Ola Lōkahi, the Association of Hawaiian Civic Clubs, and the National Association of Social Workers, Hawai‘i Chapter.

Aloha from the Dean

Aloha mai kākou

With a legacy that traces back to 1936, the Myron B. Thompson School of Social Work (MBT SSW) at the University of Hawai‘i at Mānoa is committed to educational excellence that addresses social justice. Inherent in our mission of educational excellence in social justice is the generation, transmission, and application of knowledge for the global enterprise with special attention to Native Hawaiian, other Pacific Islander, and Asian populations in our state and region.

There is an extraordinary demand for social work. Employment of social workers is projected to grow 19 percent from 2012-2022, faster than the average for all occupations (Bureau of Labor Statistics, US Department of Labor, 2014-2015). Demands are especially high in healthcare, gerontology, behavioral health, and child and family services. Our BSW, MSW, and PhD programs prepare students to be educated global citizens who can address the diverse array of complex and escalating human needs.

The people who benefit from social work are our ‘ohana (family) and neighbors who experience devastating problems of poverty, homelessness, and domestic violence; debilitating illnesses such as cancer, heart disease and dementia; and traumatic natural disasters. As a land-grant institution, we hold a special kuleana (responsibility) for the building the educational capital and workforce that prioritizes social justice for our local and regional communities, but also has relevance for the global enterprise. We believe that when we lift the most vulnerable among us, we lift the entire global community.

We stand pa‘a (steadfast) in our commitment to grow social work through educational excellence, in essence, expanding our hale (house) to become a kauhale (village). We view our kauhale as including the Myron B. Thompson School of Social Work faculty, staff, students and alumni; our collaborative colleagues at the University, particularly the Office of Public Health Studies and the Center on Aging; other academic institutions across the nation, and internationally; and the multitude of community partners we are privileged to be associated with.

I invite you to review our information and consider acquiring a unique education at our School in Hawai‘i — one of the most culturally diverse communities in the world.

Me ka ‘oiai‘i‘o,
Noreen Mokuau, D.S.W.,
Dean and Professor
University of Hawai‘i at Mānoa

The University of Hawai‘i at Mānoa is the principal campus in Hawai‘i’s multicampus statewide system of higher education. From its beginnings as a land-grant college of agriculture and mechanic arts, it has grown to a multidimensional university that offers a wide range of undergraduate and graduate degrees, conducts basic and applied research, and provides a broad variety of public service programs for the state, nation, and world community. It is the system campus for graduate, professional, and organized research programs.

Throughout its history, the University of Hawai‘i at Mānoa has emphasized studies related to the distinctive geographical and cultural setting of Hawai‘i. Its geographical location facilitates study in oceanography, marine sciences, and interdisciplinary studies of tropical environments, problems, and resources. The physical characteristics of Hawai‘i focus academic attention in such areas as tsunami research, volcanology, astronomy, and astrophysics. The state’s multiethnic culture and close ties to Asia create a favorable environment for the study of various aspects of diverse cultural systems, including such subjects as linguistics, genetics, philosophy, and interrace relations.

In all, the University offers course work leading to the bachelor’s degree in 90 fields, the master’s degree in 84 fields, and the doctorate in 51.

The Mānoa campus is located on 300 acres of land in Mānoa Valley, a residential area close to the heart of metropolitan Honolulu, the state capital. Easy access to the commercial, cultural, and political life of Hawai‘i is an extra educational benefit for students.

In addition to the facilities on the main campus, the University operates various research and public service activities at locations throughout the state. The University’s statewide system of higher education includes the University of Hawai‘i at Hilo and University of Hawai‘i-West O‘ahu, and seven community colleges: four on O‘ahu and one each on Maui, Kaua‘i, and Hawai‘i.

Accreditation

The University of Hawai‘i at Mānoa is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

The School of Social Work’s Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs are accredited by the Commission on Accreditation of the Council on Social Work Education, the national accrediting body for professional schools of social work. The BSW and MSW programs recently received full reaccreditation until 2018.

School of Social Work

Historical Background

The University of Hawai‘i began offering a social work training program to students on the undergraduate and graduate levels in September 1936. The courses were designed primarily to train employees of local social work agencies who were college graduates but lacked professional preparation. An integrated one-year program of professional graduate-level study, set up in 1940, served as the basis for the establishment of a School of Social Work. In 1942, the school was provisionally accredited by the American Association of Schools of Social Work. The School of Social Work was fully accredited in January 1948 as a one-year school, awarding a Certificate of Social Work.

A two-year graduate program leading to the master of social work (MSW) degree was approved by the Board of Regents in November 1948, and the school was fully accredited as a two-year Graduate School of Social Work by the American Association of Schools of Social Work in January 1950. At that time, there were approximately 30 students. The school has since grown to an average enrollment of 300 students in the undergraduate and graduate programs.

The undergraduate program, leading to the degree of bachelor of social work (BSW), was approved by the Board of Regents in October 1976 and was initiated in January 1977.

In February 1991, the Board of Regents accorded provisional status to the PhD program in Social Welfare. In 2003, the Board of Regents approved permanent status.

In September, 2008, the Board of Regents approved the naming of the School after Myron B. Thompson, a School of Social Work alumnus who went on to become a notable leader in the community.

Professional Social Work

The social work profession is committed to the realization of individual and collective well-being through the advancement of social justice, the provision of effective programs and services, and the enhancement of individual and family development. The primary responsibility of social workers is to the most vulnerable groups and individuals.

Social work views differences among people as enriching the quality of life for all and places positive value on varying perspectives provided by race, ethnicity, gender, age, and other characteristics. Social work seeks to enhance opportunities for individuals, especially those who have historically been oppressed, to reach their maximum potential, while at the same time, working to change oppressive systems in society.

Social work is practiced in a wide variety of settings. These range from hospitals and clinics, schools, public welfare depart-
ments, and family and child welfare agencies to counseling agencies, mental health clinics, gerontology and geriatric programs, and immigrant/refugee centers. The societal mandate of social work is to be prepared to intervene at various levels: with individuals, families, and groups; with organizations and communities; and with broader levels of government focusing on resource development and social policy change.

**Strategic Planning Goals**

- **Hawaiian Place of Learning**
  The Myron B. Thompson School of Social Work promotes the “lived values” of our Native Hawaiian Homeland to enhance practice, research, scholarship, and service. A Hawaiian Place of Learning is an inherently inclusive environment that integrates diverse ways of knowing, bringing together the past and present to create a future of possibilities.

- **Global Social Justice**
  We honor local and global perspectives that lead to just, creative, and peaceful solutions. Our geographic location as the gateway to Asia and Pacific Basin, positions the Myron B. Thompson School of Social Work to lead social justice initiatives worldwide through the discovery and application of knowledge.

- **Engagement**
  As a hub of the community building process, the Myron B. Thompson School of Social Work generates collective excellence among its partnerships with students, faculty and staff, university, and the broader community.

- **Technology**
  Hawai‘i is uniquely positioned physically, culturally, and spiritually at the center of an oceanic world in which people regularly gather to reaffirm their relationship with one another. Our ability to transmit and receive knowledge is contingent upon our being at the forefront of technological advances.

**Careers in Social Work**

The BSW program prepares students for beginning level professional social work practice in the public and private sector—including governmental agencies dealing with health, social and public welfare, courts, and corrections; as well as programs dealing with chemical dependency, the elderly, immigrants and refugees, high-risk youth, the homeless, and families. Graduates have also pursued careers in other related areas, such as: law, school counseling, and urban planning.

The MSW program prepares students for advanced professional social work practice with children and families, and in health, mental health, gerontology, and other areas. Career opportunities include practice, policy and program planning, research, and other leadership positions in public or private agencies. Graduates of the school have careers in social work in Hawai‘i, other states, and other countries. Our Distance Education MSW option focuses on educating and training professional social workers for practice on the neighbor islands.

The PhD program prepares students for leadership in social work education, research and the field of social welfare. The school offers notice of position openings for its students and the community. Career employment sessions are held each year for graduating students.

**International Dimensions**

The geographic location of the University and the East-West Center’s close ties with the University afford opportunities for understanding of international social welfare. Cross-cultural aspects of social welfare, particularly those pertaining to Asian countries and the Pacific Basin, are included in courses and symposia in the School of Social Work and in other parts of the University. The school also undertakes partnerships with schools and other organizations in Asia and the Pacific.

**Towards Indigenization**

The faculty and staff at the Myron B. Thompson School Social Work continue to work towards building the School’s standing as a leader in the advancement of indigenous social work education. These efforts have been supported by community leaders, social service agencies, students, practicum instructors, kūpuna and many others who see its relevance to Hawai‘i and the Pacific Asian Region. Defining indigenization has been a collaborative work-in-progress.

The term indigenization has elicited feelings of (re)empowerment among faculty, and working between these impassioned viewpoints has highlighted the need for us to be thoughtful in how we align what we do with the values and beliefs embedded within Native Hawaiian culture while simultaneously reflecting on a deeper and richer appreciation of all the diverse ethnic perspectives represented in Hawai‘i today. Indigenization involves a process of re-examining, re-orienting and decolonizing our
perspectives in order to be more culturally inclusive, relevant, and contextual. Indigenization gives relevance to local knowledge that in turn shapes new ideas, concepts, theories, and model of practice. A key mission of the School is to generate, transmit, and apply knowledge. In this regard, indigenization is about inclusiveness and an appreciation for all knowledge sources that affirm holistic well-being. Our goal has always been to produce competently trained, culturally-versed, adaptable students capable of working anywhere in the world and we recognize that indigenization is an important requisite to fulfilling this realization.

As we continue to define and redefine indigenous social work, we are encouraged by the emergence of positive synergies and great potential as we integrate western science and technology, indigenous knowledge, research methods, human spirituality, and intellectual creativity to the greatest extent which further strengthens our commitment to the people of Hawai’i and the broader Pacific Asian Region.
Office of the Dean
Noreen Mokuau, MSW, DSW, Dean
Theresa Kreif, MSW, Assistant to the Dean
Bernardette Todd, Secretary to the Dean
Mari Ono, MSW, Direct of Student Services

School of Social Work Advisory Council
Dr. Claire Asam
Senator Suzanne Chun Oakland
Dr. Claire Hughes
Mrs. Caroline Oda
Ms. Janis Reischmann
Mrs. Laura Thompson
Ms. Sahrlene Tsuda

Chairs-Directors
Paula Morelli, MSW, PhD, Chair, PhD Program
Meripa Godinet, MSW, PhD, Chair, MSW Program
Michael DeMattos, MSW, Chair, BSW Program
Rebecca Stotzer, MSW, PhD, Director of Distance Education Option

Faculty
Elizabeth Aparicio, MSW, Catholic University of America, PhD, University of Maryland; Assistant Professor of Social Work: Chair of Child & Family concentration, maternal & child health disparities/inequities, mental health, teen pregnancy & parenting, child maltreatment, attachment, early childhood intervention, racial equity.
Robin Arndt, MSW, University of Wisconsin, Madison; Instructor, Continuing Education & Professional Development Coordinator: use of technology in practice & education; continuing professional development/competency; professional values & ethics; administration & leadership.
Katherine Bennett, MSW, JD, University of Hawai‘i at Mānoa, BSW Program Specialist: Child Welfare Policy and Law; Mediation and Alternative Dispute Resolution; Family Dynamics in Divorce and Separation Transition.
Kathryn L. Braun, MPH, DrPH, University of Hawai‘i at Mānoa; Professor of Public Health and Social Work: Asian & Pacific Islander Gerontology, Cancer Research, Hawaiian Health, Program Evaluation & Research.
Gail Breakey, MPH, University of Hawai‘i at Mānoa; Jr. Specialist of Social Work.
Colette V. Browne, MEd, University of Massachusetts; MSW, DrPH, University of Hawai‘i at Mānoa; Professor of Social Work: Ethno-Gerontology, Women’s Issues, Policy.
Barry Coyne, MS, PhD, Washington State University; Coordinator of Hawai‘i’s Sex Offender Management Team, criminology, sex offender programs.
Michael DeMattos, MSW, University of Hawai‘i at Mānoa; BSW Program Specialist: Substance Abuse, Youth & Family Issues.
Meripa T. Godinet, MSW, University of Hawai‘i at Mānoa, PhD, University of Washington; Associate Professor: child and family; disproportionality, juvenile delinquency, & child welfare; Pacific Islander youth and families.
Jing Guo, MA, Peking University; PhD, University of California at Berkeley; Associate Professor: Social Welfare Policy, Child and Family Policy, Comparative and International Social Welfare.
Seunghye Hong, MA, PhD, University of Washington; Associate Professor of Social Work: Neighborhood Contexts, Immigration, Mental Health, Community-Based Practice, and Research Methodology.
Lana Ka‘opua, MSW, PhD, University of Hawai‘i at Mānoa, Associate Professor: health/mental health practice, spiritually sensitive practice, intervention research, culture, Native Hawaiian & Pacific Islander people, women.
Bum Jung Kim, MSW, University of Michigan; PhD, University of California at Los Angeles; Assistant Professor of Social Work: Gerontology, Elderly Asian/Pacific Islander Mental Health Issues, Social Policy in Long-Term Care, International Social Work, Cross-National Studies, Research Methods.
Jaclyn Kanilehua Kim, MSW, University of Hawai‘i at Mānoa; Jr. Specialist: Indigenous Evaluation & Research Methodologies, Native Hawaiian Culturally Based Intervention & Practice Methods, Native Hawaiian Holistic Health and Well-being.
Jennifer Kishida, MEd, University of Hawai'i at Mānoa; Jr. Specialist
Theresa Kreif, MSW, Washington University in St. Louis; Assistant to the Dean: Community development/engagement, social & economic development, international social work, social work & peoples from Micronesian region.
Christine Langworthy, MSW, University of Hawai'i at Mānoa; MSW Practicum Coordinator: Gerontology, Mental Health
Ronald F. Matayoshi, MSW, University of California at Berkeley; Practicum Specialist and Director of International Programs: Aging, Public Administration, Planning.
Noreen Mokuau, MSW, University of Hawai'i at Mānoa; DSW, University of California at Los Angeles; Professor of Social Work and Dean: Asian/Pacific Islander Health Issues.
Paula T. T. Morelli, MSW, University of Southern California; PhD, University of Washington; Associate Professor of Social Work: Social Work Practice, Cross-Cultural/Minority Mental Health, Qualitative Research Methodology.
Susan Nakaoka, MA, MSW, PhD, University of California, Los Angeles; Assistant Professor: Critical Race Theory and Social Work Practice, race & community development, affordable housing, Asian American & Pacific Islander communities, Japanese American history.
Mari Ono, MSW, California State University, Sacramento; Director of Student Services: Cross Cultural/Asian/Pacific Islander Mental Health, Substance Abuse Issues.
Lynette Paglinawan, MSW, University of Hawai'i at Mānoa; Jr. Specialist of Social Work.
Pua Paul, MSW, University of Hawai'i at Mānoa; Jr. Specialist of Social Work.
Rebecca Stotzer, MSW, PhD, University of Michigan; Associate Professor: Social Justice, Hate Crimes, Prejudices and Discrimination, Sexual Orientation/Gender/Gender Identity.
Jill Sur, MSW, University of Michigan; DE MSW Program Coordinator: child welfare, Disability Studies, substance abuse, women’s issues.

Aimee Sutherlin, MSW, University of Hawai'i at Mānoa; Jr. Specialist: practicum, child and family, power-based personal violence, child welfare, oppressed and differently-abled individuals.
Cheri Tarutani, MSW, University of Hawai'i at Mānoa; DE Instructor/Practicum Coordinator; forensic social work, specialty courts.

Emeritus Faculty
Paul Adams, MA, Oxford University, England; MSW, University of Sussex, England; PhD, University of California at Berkeley.

Staff
Carl Fujikawa
Keith Fujikawa
Sam Kuo
Sara Okamura

Lecturers 2014–2015
Robin Arndt, MSW, University of Wisconsin, Madison
Amphay Champathong, JD, MSW, University of Hawai'i at Mānoa
Tressa Dias, MSW, City University of New York
Jessica Garlock, MSW, Boston College
Linda Ikeda, PhD, University of Hawai'i at Mānoa
Laurie Jicha, MSW, University of Hawai'i at Mānoa
Candyce Ka'ai'ai, MSW, MPH, University of Hawai'i at Mānoa
Joey Keahiolalo, MSW, Hawai'i Pacific University
John Kim, MSW, University of Hawai'i at Mānoa
Teresa Lathrop, MS, San Francisco State University
Wes Lum, PhD, University of Hawai'i at Mānoa
Christy MacPherson, MSW, University of Hawai'i at Mānoa
Edward Mersereau, MSW, University of Hawai'i at Mānoa

Stephen Morse, MSW, University of Hawai'i at Mānoa
Dawna Nelson, MSW, University of Hawai'i at Mānoa
Alex Santiago, MSW, University of Hawai'i at Mānoa
Darrin Sato, MSW, University of Hawai'i at Mānoa
Megan Shea, MSW, University of Hawai'i at Mānoa
Aimee Sutherlin, MSW, University of Hawai'i at Mānoa
Nicholas Szubiak, MSW, Rutgers University
Greg Tanida, MSW, University of Hawai'i at Mānoa
Sheri Tarutani, MSW, University of Hawai'i at Mānoa
Abigail Taylor, MSW, Boston College
Jayneen Toguchi, MSW, Portland State University
Dorothea Tsipopoulos, MSW, University of Hawai'i at Mānoa
Lisa Watkins-Victorino, PhD, University of Hawai'i at Mānoa

Practicum Instructors
MSW Program, Summer 2014–Spring 2015

Cyrena Aguon, MSW, Military & Family Support Center
Sarah Inouye Akina, MSW, Windward CC Paipai o Koʻolau
Antonia Alvarez, MSW, Mental Health America of Hawaiʻi
Warren Aoki, MSW, Schofield Barracks Family Advocacy
Robert Asato, MSW, Dept. of Human Service
Leialoha Benson, MSW, Queen Liliʻuokalani Children’s Center
James Bott, MSW, Dept. of Education
Tara Buckley, MSW, PARENTS Inc.
Jann Cabacungan, MSW, Military & Family Support Center
Tara Buckley, MSW, PARENTS Inc.
Leslie Cabingabang, MSW, UHM PAU Violence Program
Marta Cantrell, MSW, Arcadia
Jacquelyne Carvalho, MSW, Safe Haven
<table>
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<tr>
<th>Name</th>
<th>Position/Role</th>
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<tbody>
<tr>
<td>Hank Cashen</td>
<td>MSW, Army Community Services</td>
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<tr>
<td>Amphay Champathong</td>
<td>MSW, CASA</td>
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<tr>
<td>Keola Chan</td>
<td>MSW, Aha Kane</td>
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<tr>
<td>Jerry Coffee</td>
<td>MSW, Institute of Human Services</td>
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<tr>
<td>Joanna Cuevas</td>
<td>MSW, TAMC School Behavioral Health Team</td>
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<tr>
<td>Mimi Demura-Devore</td>
<td>MSW, Hospice Hawai‘i</td>
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<tr>
<td>Robin DeRego</td>
<td>MSW, EPIC ‘Ohana Inc.</td>
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<tr>
<td>Jo DesMarets</td>
<td>MSW, Hawai‘i Paroling Authority</td>
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<tr>
<td>Kanani Dias</td>
<td>MSW, Easter Seals Sultan Early Intervention Program</td>
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<tr>
<td>Adrienne Dillard</td>
<td>MSW, Kula no na Po‘e Hawai‘i</td>
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<tr>
<td>Lisa Dunn</td>
<td>MSW, Children’s Alliance of Hawai‘i</td>
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<tr>
<td>Bran-D Foster Heckman</td>
<td>MSW, Diamond Head Mental Health Clinic</td>
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<tr>
<td>Kimberly Gallant</td>
<td>MSW, Honolulu Community College</td>
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<td>Jessica Garlock</td>
<td>MSW, UHM, KUPU Hawai‘i</td>
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<tr>
<td>Cori Gift</td>
<td>MSW, Kōkua Kalīhi Valley</td>
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<tr>
<td>Melvea Hardy</td>
<td>MSW, Hawai‘i Youth Correctional Facility</td>
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<tr>
<td>Amy Hashiguchi</td>
<td>MSW, Pearl City High School</td>
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<tr>
<td>Jenai Hermosura</td>
<td>MSW, Easter Seals Sultan Early Intervention Program</td>
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<tr>
<td>Lita Hickey</td>
<td>MSW, Kapi‘olani Medical Center</td>
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<tr>
<td>Joanne Higashi</td>
<td>MSW, Dept. of Health</td>
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<tr>
<td>Violet Horvath</td>
<td>MSW, Pacific Basin Rehabilitation</td>
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<tr>
<td>Bill Hummel</td>
<td>MSW, Lighthouse Shelter</td>
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<tr>
<td>Veronica Hussey</td>
<td>MSW, North Shore Mental Health</td>
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<tr>
<td>Dominic Inocelda</td>
<td>MSW, Susannah Wesley</td>
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<tr>
<td>Nandi Ishikawa</td>
<td>MSW, Life Foundation</td>
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<tr>
<td>Jodi Johnson</td>
<td>MSW, Child &amp; Family Service</td>
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<tr>
<td>Lyle Kaloi</td>
<td>MSW, Queen Lili‘uokalani Children’s Center</td>
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<td>Alyson Kau</td>
<td>MSW, Queen’s Medical Center</td>
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<td>Joey Keahiolalo</td>
<td>MSW, Child &amp; Family Service</td>
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<td>Lisa Kehl</td>
<td>MSW, UHM BASICS Program</td>
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<td>Pa‘ahana Kincaid</td>
<td>MSW, KUPU Hawai‘i</td>
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<td>Karin Knutzen</td>
<td>MSW, Kaiser Permanente</td>
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<td>Dina Koyanagi</td>
<td>MSW, Dept. of Human Services</td>
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<tr>
<td>Keith Kuboyama</td>
<td>MSW, Family Programs Hawai‘i</td>
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<tr>
<td>Emma Kurashige</td>
<td>MSW, EPIC ‘Ohana</td>
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<tr>
<td>Vince Lee</td>
<td>MSW, Maximum Legal Service Corp.</td>
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<tr>
<td>Dina Lloyd</td>
<td>MSW, Islands Hospice</td>
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<tr>
<td>Melinda Lloyd</td>
<td>MSW, Queen Lili‘uokalani Children’s Center</td>
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<tr>
<td>Christy MacPherson</td>
<td>MSW, Family Promise of Hawai‘i</td>
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<tr>
<td>Jodie Maesaka-Hirata</td>
<td>MSW, Dept. of the Prosecuting Attorney</td>
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<tr>
<td>Emily Makahi</td>
<td>MSW, Salvation Army</td>
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<tr>
<td>Sharon Malloy</td>
<td>MSW, Waikīki Health Center</td>
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<td>Jill Matro</td>
<td>MSW, Big Brothers Big</td>
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<td>Malakai Maumalanga</td>
<td>MSW, Adult Friends for Youth</td>
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<tr>
<td>Ginger Mayehara</td>
<td>MSW, Child &amp; Family Service</td>
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<tr>
<td>Liz Meahl</td>
<td>MSW, Alu Like</td>
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<td>Jaime Mendoza</td>
<td>MSW, Queen’s Medical Center</td>
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<td>Eddie Mersereau</td>
<td>MSW, Action with Aloha</td>
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<tr>
<td>Terri Miller</td>
<td>MSW, Queen’s Medical Center</td>
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<tr>
<td>Jaqueline Mok</td>
<td>MSW, Kahala Nui</td>
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<tr>
<td>Scott Morishige</td>
<td>MSW, PHOCUSED</td>
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<td>Stephen Morse</td>
<td>MSW, Blueprint for Change</td>
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<tr>
<td>Colleen Nakamura</td>
<td>MSW, Hawai‘i State Hospital</td>
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<tr>
<td>Lei Nakamura</td>
<td>MSW, City &amp; County of Honolulu</td>
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<tr>
<td>Kori Napa’a</td>
<td>MSW, Kahuku Medical Center</td>
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<tr>
<td>Laurie Narahara</td>
<td>MSW, Leahi Hospital</td>
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<tr>
<td>Kauich Nichizaki</td>
<td>MSW, Wā‘anae Coast Comprehensive Health Center</td>
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<tr>
<td>Joy Nitta</td>
<td>MSW, Dept. of Education</td>
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<tr>
<td>Erin Nobriga</td>
<td>MSW, EPIC ‘Ohana</td>
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<tr>
<td>Dawn Ogden</td>
<td>MSW, Military &amp; Family Support Center</td>
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<td>Arlene Ogura</td>
<td>MSW, Dept. of Education</td>
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<tr>
<td>Bert Oka</td>
<td>MSW, Queen Lili‘uokalani Children’s Center</td>
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<tr>
<td>Jillian Okamoto</td>
<td>MSW, Catholic Charities Hawai‘i</td>
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<tr>
<td>Chet Okayama</td>
<td>MSW, Family Programs Hawai‘i</td>
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<tr>
<td>Justin Oliver</td>
<td>MSW, Queen’s Medical Center</td>
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<tr>
<td>Gerald Oyasato</td>
<td>MSW, Adult Client Services</td>
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<tr>
<td>Candace Pang</td>
<td>MSW, Salvation Army</td>
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<tr>
<td>Kristen Scholly</td>
<td>MSW, UHM Health Services</td>
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<tr>
<td>Megan Shea</td>
<td>MSW, Hawai‘i Friends of Justice</td>
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<tr>
<td>Donna Shock</td>
<td>MSW, Army Community Services</td>
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<tr>
<td>Regine Souza</td>
<td>MSW, Po‘ailani Inc.</td>
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<td>Deborah Spencer-Chun</td>
<td>MSW, Adult Friends for Youth</td>
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<tr>
<td>Laura Stephenson</td>
<td>MSW, Mahoney Hale</td>
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<td>Nancy Strach</td>
<td>MSW, VA Community Living Center</td>
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<tr>
<td>Alisa Strack</td>
<td>MSW, TAMC Family Advocacy Program</td>
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<tr>
<td>Gale Sugiyama</td>
<td>MSW, Kaiser Permanente</td>
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<td>Wesley Taira</td>
<td>MSW, St. Francis Hospice</td>
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<td>Judy Taketa</td>
<td>MSW, Catholic Charities Hawai‘i</td>
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<td>Theresa Tewaga</td>
<td>MSW, Child &amp; Family Services</td>
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<tr>
<td>Candace Thomson-Bott</td>
<td>MSW, Waikīki Health Center</td>
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<tr>
<td>Samantha Tsoi-Tio</td>
<td>MSW, Hale Ho Aloha Senior Care</td>
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<tr>
<td>Sharon Usagawa</td>
<td>MSW, Ho’omālie Tranquility</td>
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<tr>
<td>Stephany Vaiolaleti</td>
<td>MSW, Kahuku Medical Center</td>
</tr>
</tbody>
</table>
Erika Vargas, MSW, Hina Mauka
Darlene Vysoky, MSW, North Shore Mental Health
Samantha West, MSW, Epilepsy Foundation of Hawai‘i
Arline Wong, MSW, Hui Ho‘omalu
Irene Wong, MSW, Hina Mauka
Luisa Wyant, MSW, St. Francis Hospice
Denise Yamanaka, MSW, Ann Pearl Rehabilitation & Healthcare
Chris Yanuaria, MSW, Domestic Violence Action Center

Practicum Instructors
MSW Distance Education 2014–2015

Oudlay Tom, MSW, LSW, Department of Education
Sarah Young, MSW, LCSW, Boys and Girls Club

Practicum Instructors
BSW Program 2014–2015

Nalei Akina, Lunalilo Home
Katherine Bennett, JD, MSW, Pathways to Housing, Helping Hands Hawai‘i
James Bott, MSW, Hawai‘i State Department of Education, Kaimuki High School Complex
Jann Cabacungan, MSW, Susannah Wesley Community Center
Leslie Cablingbang, MSW, University of Hawai‘i Women’s Center
Alika Campbell, MSW, Hale Kipa, Youth Outreach
Kim Cannon, MSW, Project Dana
Jerry Coffee, MSW, Institute for Human Services, Inc.
Crystal Foess, MSW, Judiciary, State of Hawai‘i, First Circuit Court - Adult Client Services Branch
Marc Gannon, MSW, Aloha United Way
Melvea Hardy, MSW, Hawai‘i Youth Correctional Facility
Suzanne Hull, MSW, State of Hawai‘i Department of Human Services, Senior Companion Program
Krystal Ikeda, MSW, Honolulu Community Action Program, Inc., Youth Services

Practicum Instructors
BSW Program 2014–2015

Bryant Janicki, MSW, Hawai‘i National Guard Youth Challenge Program
Esther Johnson, MSW, State of Hawai‘i Department of Health, Clubhouse Honolulu, Hale O Honolulu
Jodi Johnson, MSW, Child & Family Services, Healthy Start
Lisa Kehl, MSW, MPH, University Health Services Mānoa, Health Promotion
Pa‘ahana Kincaid, MSW, KUPU Hawai‘i
Emma Kurashige, MSW, EPIC ‘Ohana, Inc.

Melinda Llyod, MSW, Housing Solutions, Inc.
Christy MacPherson, MSW, Family Promise of Hawai‘i
Jaime Mendoza, MSW, Queen’s Medical Center Outpatient Clinic
Eddie Mersereau, MSW, Action with Aloha
Julianna Moeufu-Kaleopa, MSW, Action with Aloha
Scott Morishige, MSW, PHOCUSED
Janelle Oishi, MSW, Hawai‘i State Coalition Against Domestic Violence
Jillian Okamoto, MSW, Catholic Charities Hawai‘i
Marty Oliphant, MSW, HUGS (Help, Understanding, & Group Support)
Kehaulani Padilla, MSW, Waimānalo Market CO-OP
Celene Roberts, MSW, Parents & Children Together - Family Peace and Shelter Services
Yvonne Samia, MSW, Salvation Army, Ray & Joan Kroc Corps Community Center
Kalena Serraon, MSW, Child & Family Services, Kaua‘i
Kim Tabilisma, MSW, Child & Family Services, Hale O Ulu School
Garett Takahashi, BSW, Care Hawai‘i, Inc.
Danita Taniguchi, MSW, Goodwill Industries
Candace Thomson-Bott, MSW, Waikīkī Health Center
Tory Wallace, MSW, Family Programs Hawai‘i, Ho‘omalu O Na Kamali‘i
Colleen Weir, MSW, Lunalilo Homes
Samantha West, MSW, Epilepsy Foundation of Hawai‘i
Ashley Wiberg, MSW, Bobby Benson Center
Arline Wong, MSW, Parents & Children Together, Family Center Kāne‘ohe, Parent Leadership Training Institute
Mike Wurtz, MSW, American Red Cross
Special Programs

Research Collaborations

Hā Kūpuna: National Resource Center for Native Hawaiian Elders

Hā Kūpuna, a community-university partnership focused on improving the health and well-being of Native Hawaiian elders, was established in September 2006. It is one of three national resource centers for native elders funded by the US Administration on Aging. The goal of Hā Kūpuna is to develop and disseminate knowledge on the health and long-term care issues facing Native Hawaiian elders and their caregivers in order to improve service access and delivery. Two advisory councils comprised of Native Hawaiian leaders and eldercare service providers guide the activities of Hā Kūpuna.
See: www.manoa.hawaii.edu/hakupuna/

Maternal Child Health, Leadership Education in Neurodevelopmental and Related Disabilities (MCH LEND) Program

This stipend program is available by application and selection to entering 2nd year MSW students interested in working with children with special health care needs and their families. This is a one year interdisciplinary seminar and field practicum curriculum. The MCH LEND program meets the requirements of the Health and Mental Health Concentration in the School. For further information, please contact Ron Matayoshi at: ron.matayoshi@hawaii.edu (E).

Hawaiian Learning Program

Since 2008, the Hawaiian Learning Program (HLP), a collaboration between the Myron B. Thompson School of Social Work, the Office of Hawaiian Affairs, and the Queen Lili‘uokalani Children’s Center, has provided a practicum-enhanced educational program for students who will work with Native Hawaiians. The primary goal of the HLP is to develop the social work workforce by educating MSW students in a community-based, culturally resonant educational program anchored in Native Hawaiian knowledge, skills and values. HLP also strives to increase access, retention, and graduation of Native Hawaiian and other students in the School. The curriculum emphasizes the ‘ōlelo no’eau (proverb), “ma ka hana, ka ʻike (in the doing comes the learning). Limited stipends are available based on criteria and conditions. Faculty contact: Pua Paul, MSW, lpaul@hawaii.edu.

International Programs in Social Work

Today…effective social work practice requires a global/international perspective of knowledge and practice skills. The School of Social Work will work with BSW and MSW students interested in an international field placement, either as field practicum or as a directed reading/research/field course.

International research and field placement is a dynamic process that involves early attention, planning, and evaluation. If you are interested in exploring this option as a component of your curriculum of study, it is imperative to contact the Director of International Programs at: ron.matayoshi@hawaii.edu.
The primary goal of the Bachelor of Social Work program is to prepare students to be competent, beginning level professionals and generalist practitioners capable of integrating the knowledge, skills and values of social work, based on a liberal arts foundation. The program’s secondary goal is to prepare students for advanced social work education.

BSW Program Objectives

The BSW program objectives reflect the 10 competencies identified as crucial to practice by the Council on Social Work Education (2015) and by the MBTSW. These objectives are integrated into courses across the bachelor’s curriculum. Upon completion of course work and the field practicum experience, a BSW student will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Engage, honor, and respect indigenous culture towards decolonized professional practice.

BSW Curriculum

The BSW curriculum consists of University of Hawai’i at Mānoa core and graduation requirements, knowledge-base requirements for social work majors, social work major courses, and upper elective division courses. The program is organized around a foundation curriculum with content in social work practice, human behavior and the social environment, social welfare history and policies, research, and practicum. This perspective provides the framework for an integrated system of courses that orients the student to practice with individuals, families, groups, organizations, and communities, with an emphasis on generalist practice within the context of a multicultural environment.

Candidates for the BSW degree must complete these requirements and earn a grade of “D” or better in all UHM core and graduation courses, and a grade of “C” or better in all knowledge-base requirements for social work majors, social work major courses, and upper division elective courses.

BSW Degree Requirements

To qualify for the BSW degree, the student is required to:

1. Fulfill all University of Hawai’i at Mānoa General Education Core and graduation requirements;
2. Complete the undergraduate social work curriculum, which includes the knowledge-base courses and required upper division electives, with a grade of C or better;
3. Complete the curriculum in keeping with specific standards of the school, under professional social work supervision and instruction;
4. Earn an aggregate of no less than 120 credit hours; and
5. Have a minimum cumulative grade point average of 2.5.

See the UH Mānoa Catalog (or go online at http://www.catalog.hawaii.edu/corerequirements) for course listings in each category.

Students who entered the UH system in Spring 2001 or earlier and have remained continuously enrolled should check with the Admissions Coordinator for applicable requirements in this area.

UHM Core

I. Foundation Requirement (12 cr.)
- Written Communication .......... 3 cr.
- Symbolic Reasoning ............. 3 cr.
- Global and Multicultural Perspectives ....................... 6 cr.

II. Diversification Requirements (19 cr.)
- Arts, Humanities, and Literature .................................. 6 cr.
  (from two different areas)
- Social Sciences ......................... 6 cr.
  (from two different departments)
- Natural Sciences ........................ 7 cr.
  (Physical, Biological, and 1 lab)

Graduation Requirements

I. Focus Requirements
- Hawaiian, Asian, and Pacific Issues ................................ 1 course
- Contemporary Ethical Issues ................................. 1 course
- Oral Communication ...... 1 course
- Writing Intensive .......... 5 courses

II. Hawaiian/Second Language Requirement Second Level or First-level and preapproved culture courses

2. Social Work Major Courses* ....41 cr
- SW 200 The Field of Social Work
- SW 302 General Social Work Practice I
- SW 303 General Social Work Practice II
3. Electives Required in Upper Division
   Liberal Arts Courses ...............21 cr
   One course in The U.S. Experience
   One course in Social Dynamics and
   Group Interaction
   One course in Politics, Government,
   & Economies
   One course in Research
   Three courses in Diversities

4. Other Electives ......................2–4 cr
   Courses in this area may be either lower or
   upper division courses and will include any
   social work knowledge-base courses that
   have not been taken as part of the general
   education core.

Knowledge-Base Requirements
for Social Work Majors

PHIL 110 Introduction to Deductive Logic
or PHIL 111 Introduction to Inductive
Logic
Any Political Science course
Any Psychology course
Approved biological science course empha-
sizing human biology
SW 200 - The Field of Social Work

Field Education

Field Education with professional social work
supervision is the signature pedagogy of social
work education. Students are expected to dem-
onstrate a sense of responsibility, professionalism,
good judgment, and responsiveness to the super-
vision of their work. Students are provided with
the opportunity to practice warmth, empathy,
genuineness, and good interpersonal and prob-
lem solving skills. Practicum provides the student
with the platform for their competencies and
practice behaviors to be evaluated in the field, as
they practice social work.

Junior Practicum (SW 391) is required of all
students in the second semester of their junior
year while concurrently enrolled in (or after the
completion of) the second required practice
course (SW 303). The junior practicum experi-
ence requires 72 hours of field work during the
semester at a social work agency in the commu-
nity. The primary objectives of Junior Practicum
(SW 391) are to introduce and prepare students
for their role as a social work practicum student in an agency setting. To further these objectives, students will remain at their assigned practicum sites for all three semesters of their practicum placement.

**Senior Practicum** (SW 490 and SW 491) is required of all students in their final year of the BSW program and is to be completed concurrently with (or after the completion of) the third and fourth required practice courses (SW 402 and SW 403). Each student spends 16 hours per week at the assigned agency, for a total of 225 hours per semester. Additionally, students are required to attend scheduled BSW practicum Field Integration Seminars concurrently with their field work. The Field Integration Seminars ensure the integration of theory and practice and provide an opportunity to discuss and reflect on field experiences.

**Related Certificate and Honors Programs**

BSW students may also choose to earn an undergraduate certificate in a field related to social work. These include ethnic studies, aging, disability and diversity studies, peace studies, and women’s studies. See www.catalog.hawaii.edu/degrees/degrees-cert.htm for more information. In addition, there is an undergraduate honors program (www.honors.hawaii.edu).

**How to Apply**

For BSW admission requirements and application information, please refer to the Admissions Information section of this bulletin.

Also see: http://www.hawaii.edu/sswork/bsw-forms.html

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### University of Hawai‘i at Mānoa: Sample BSW 4-Year Schedule

<table>
<thead>
<tr>
<th>First year – Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. PSY XXX (DS)</td>
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<td>2. FW</td>
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<tr>
<td>3. FG (A/B/C)</td>
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<td>4. DA/DH/DL</td>
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<tr>
<td>5. HSL 101</td>
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<tr>
<td>1. Course in Human, Biology/Development (DB)</td>
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<td>2. POLS XXX (DS)</td>
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<td>3. FG (A/B/C)</td>
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<td>4. DA/DH/DL</td>
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<td>5. HSL 102</td>
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<td>1. SW 200</td>
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<td>2. SW Elective</td>
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<td>3. DP</td>
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<td>4. DY</td>
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<td>5. HSL 201/Culture</td>
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<tr>
<td>6. Elective</td>
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<td>3. SW 360</td>
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<td>4. SW Elective</td>
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<tr>
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<td>1. SW 303</td>
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<td>2. SW 326</td>
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<td>3. SW 361</td>
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<td>4. SW 391</td>
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<td>3. SW 490</td>
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<td>4. SW Research Elective</td>
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<tbody>
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Total Credits: 120
MSW Program Objectives

The MSW program objectives reflect the 10 competencies identified as crucial to practice by the Council on Social Work Education (2015) and by the MBT SSW. These objectives are integrated into courses across the master’s curriculum. Upon completion of course work and the field practicum experience, an MSW student will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Engage, honor, and respect indigenous culture towards decolonized professional practice.

MSW Curriculum

The MSW curriculum of the school has been developed to both reflect and promote advances in contemporary advanced social work practice. Curriculum design and materials incorporate theory and practice approaches that have been developed throughout the country as well as those that have been created by faculty and practitioners to meet local and Asian and Pacific Islander needs. The curriculum consists of foundation and concentration courses, practicum, research courses, and electives.

Upon graduation, students are prepared to deal with a wide variety of current and emerging human problems using an approach to practice—focused on individuals and families within mezzo and macro systems—that allows the social worker to select and apply the appropriate intervention. In addition, students develop competence in working in specific problem areas so that they graduate from the program with the specific knowledge and skills necessary for advanced practice in a particular field of service.

In addition to the required courses in the foundation and concentrations, the school has developed a number of elective courses to provide knowledge in a range of areas relevant to social work practice. Electives are also available in other University departments. Students who are pursuing an MSW and another advanced degree at the University (e.g., public health, law), either simultaneously or consecutively, may apply to have up to 9 credit hours of graduate course work accepted for credit for both degree programs.

Foundation Courses

The foundation courses present an orientation to social work practice and provide the necessary base upon which to build the more advanced body of knowledge, practice principles, and skills offered by the concentrations. The foundation is designed to provide an integrated system of courses that collectively introduce the student to the components of the profession. There is emphasis on social work as a diversified profession with many functions.

MSW Degree Requirements

The MSW degree is conferred after all of the following requirements are met. It is recognized that students come from different academic backgrounds, which is why provision is made to waive certain foundation course requirements by examination or by advanced standing.

1. A liberal arts background that includes the following areas of study: (a) Logic/Analytical Thinking; (b) Behavioral Science; (c) Social Science; (d) Biological Science emphasizing Human Biology; (e) Culture
2. Completion of at least 57 credit hours, all letter graded
3. Completion of foundation requirements
4. Completion of concentration requirements
5. Completion of four semesters of practicum with concurrent mandatory Field Integration Seminars
6. Completion of research requirements
7. At least one seminar course

For additional academic information, the UH Mānoa Catalog should be consulted. Rules and requirements of the Graduate Division apply to social work degree candidates; however, any special requirements of the School of Social Work must also be observed.

The MSW program prepares professional social workers for advanced practice with individuals, families, groups, organizations and communities in one of four fields of service: children and families, behavioral mental health, health and gerontology.
and a variety of approaches.

The foundation courses present content in human behavior and the social environment, social welfare policies and services, research, social work practice, and field education (practicum). The student thus completes the foundation prepared to intervene at the individual, family, group, organization, and community levels.

**Advanced Curriculum**

The advanced curriculum includes two courses focusing on the range of practice issues, intervention strategies and procedures in a specialized area of practice, advanced policy course work, one year of practicum, and the opportunity for research in the area of concentration.

The concentrations are the major focus of the advanced curriculum. They are organized around the fields of practice in which social workers are most often employed. These concentrations are in the areas of:

- Children and Families
- Gerontology
- Health
- Behavioral Mental Health

Students select a field of practice concentration by the end of their first year. In the Distance Education option (see Distance Education Option for Neighbor Island Residents), only the Child and Family concentration area is currently available.

Various options are available for completing the research requirement in the second year of study. All concentrations teach certain common advanced skills with a focus on individuals and families (e.g., direct intervention, expertise in functioning within organizations, assessment, interpersonal skills, and expertise in a range of social work roles). In addition, each concentration presents content specific to its field of practice. Students are required to take a minimum of one graduate social work elective course in the area of their concentration.

**Child and Family Concentration**

Child and family social work encompasses varied and complex problems and issues. Thus, the child and family concentration is designed to provide students with advanced knowledge and understanding of relevant practice theories, and evidenced based and best practices with children and families in various contextual situations. The concentration requires two advance practice courses, SW 717 and SW 718, two years of practicum in a setting serving children and/or families, and relevant electives. The concentration courses are designed for students specializing in social work with children and families. The advance practice courses build upon the foundation curriculum (SW 606, 607, 659, 660, 631) that reflects a social work practice model. The emphasis of the concentration is that of the ecological and family social work perspectives in which the child is seen in the context of family, communities, and the larger society examining the areas of engagement, assessment, intervention, and evaluation. The concentration practice courses complement the advance policy, practicum, and research courses as students not only develop deeper understanding and skills relevant to social work practice, but an appreciation for the influence of key policies governing services to children and their families as well as having the competence to critically view intervention research on their applicability on children and families given their cultural context.

Students interested in the Child and Family Concentration may contact Dr. Elizabeth Aparicio, Child and Family Concentration Chair, at eaparicio@hawaii.edu.

**Gerontology Concentration**

The Gerontology Concentration provides students with the requisite knowledge and skill development for respectful and evidenced-based professional practice with older adults and their families in the context of the community and larger society. Building on the literature on normative aging from a life course perspective, we focus on the well-aged and common challenges to quality of life for elders—elder abuse, depression, dementia, and poverty. Special attention is given throughout the two courses to the needs of Native Hawaiian and other Pacific Islander elders, Asian American aged adults, older women and the frail aged.

The two required three (3) credit courses are: (1) SW 726—Social Work Practice with the Aged; and (2) Seminar in Social Work Practice with the Aged. Additionally, students must enroll in: (1) a minimum of one three (3) credit elective in aging; (2) a gerontology specific practicum setting; and (3) minimum of three (3) credits in aging research either through independent study or as an enrolled student in SW741, Review of Social Work Research.

Students have varied practicum experiences from working with the well-aged to the very frail, from home and community based services to institutional care, and in settings that provide learning experiences in practice, program planning and administrative roles. Some examples of our agency partners include but are not limited to: The State of Hawaii Executive Office on Aging, Leahi Hospital, the Elderly Affairs Division of the City and County of Honolulu, the Veterans Administration, Outpatient Clinic and Center for Aging, Kahala Nui Retirement Community, St. Francis Hospice, and Child and Family Services of Honolulu.

The curriculum of the concentration is annually reviewed by members of the Ho’ola I o na Kupuna ‘Ihi (Respect our Elders) Advisory Council, composed of some of the community’s most respected gerontological social work leaders who are committed to
We welcome you to the aging demographic revolution! For more information, please contact Dr. Colette Browne, Professor and Chair, Gerontology Concentration, at 956-6126 or by email at cbrowne@hawaii.edu.

### Health Concentration

Health social workers play a vital role in promoting the holistic wellbeing of individuals, families, groups, and communities. The biopsychosocial-spiritual orientation to health is common to contemporary health social work practice across diverse practice settings. This orientation to holistic health contrasts with the profession’s historic beginnings in hospitals where the Western biomedical paradigm of health as the absence of disease predominated and where care focused on physical ailments, with little or no emphasis on underlying socio-economic, psychological, relational, cultural, or spiritual issues.

In contemporary times, new and diverse opportunities have opened up in health social work due to factors such as federal, state, and local policy changes, shifting epidemiological trends of health and disease, and evolving roles of other healthcare professionals. In the 21st century, health social workers practice in community-based, state, and federal health agencies, as well as in hospitals, acute, primary, long-term, hospice, and other care facilities. In such diverse settings, health social workers provide services across the health continuum aimed at wellness promotion, prevention of disease risk, support for the treatment and control of disease conditions, treatment adherence counseling and education, as well as the design, oversight, and evaluation of organizational systems tasked with improving health and healthcare. In the health concentration, graduate students are prepared for entry into this critical and increasingly, diverse arena of social work.

Students interested in the Health Concentration may contact Dr. Lana Ka’opua, Health Concentration Chair, at lskaoopua@hawaii.edu.

### Behavioral Mental Health Concentration

The Behavioral Mental Health Concentration (BMHC) is designed to expand and strengthen the knowledge and skills relevant to the critical roles social workers play in behavioral mental health. Students are challenged to develop competencies through integration of BMHC course content (SW724 and 725) with their field placement. Competency advancement areas include:

- Ethics and professional development;
- Clinical skills such as motivational interviewing, knowledge of the Axis I clinical disorders (DSM-IV-TR), assessment and recovery planning;
- Research and evaluation of services;
- National and local mental health policies and system improvement;
- Knowledge of treatment/recovery

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### Full-Time Schedule (minimum 57 credit hours)

(Mānoa campus option)

#### Foundation Year

**First Semester**
- SW 606 Social Work Practice with Individuals (3)
- SW 630 Social Welfare Policy and Services (3)
- SW 640 Introduction to Scientific Methods and Principles in Social Work (3)
- SW 659 Human Behavior in the Social Environment I (3)
- SW 690 Practicum & FIS (3)

**Second Semester**
- SW 607 Social Work Practice with Families and Groups (3)
- SW 631 Social Work Practice in Communities and Organizations (3)
- SW 650 Research Designs and Data Analyses for the Evaluation of Practice Effectiveness (3)
  *Also required for Adv. Standing Students*
- SW 660 Human Behavior in the Social Environment II (3)
- SW 691 Practicum & FIS (3)

#### Advanced Curriculum/Concentration Year and Advanced Standing*

**Third Semester**
- SW 717 Social Work Practice with Children and Families (3) or SW 722 Social Work Practice in Health Care (3) or SW 724 Seminar in Social Work Practice in Mental Health (3) or SW 726 Social Work Practice with the Aged (3)
- SW 741 Review of Research in Social Work (3) May be taken third or fourth semester or SW 743 Individual or Group Research Project (2–3) First course of a two-course sequence with SW 744 or SW 746 Individual or Group Research Project (3) One-semester research project SW 790 Second-Year Practicum & FIS (3–5)

**Fourth Semester**
- SW 718 Seminar in Social Work Practice with Children and Families (3) or SW 723 Seminar in Social Work Practice in Health Care (3) or SW 725 Social Work Practice in Behavioral Mental Health (3) or SW 727 Seminar in Social Work Practice with the Aged (3)
- SW 797 Advanced Welfare Policy and Change (3)
- SW 741 Review of Research in Social Work (3) May be taken third or fourth semester or SW 744 Individual or Group Research Project—(2–3) Pre: SW 743 or SW 746 Individual or Group Research Project—(3) One-semester research project SW 791 Specialization Year Practicum & FIS (3–5)

**Electives (V)**
modalities which offer consumers culturally resonant, best-evidence-based therapeutic options toward recovery and wellbeing (see www.hawaii.edu/mhsw for sample syllabi).

The BMHC’s empowerment oriented, client-centered approach purposefully addresses the recommendations of the New Freedom Commission Report on Mental Health which emphasize consumer and family participation, elimination of service barriers and implementation of excellent mental health services particularly for persons with severe and persistent mental illness.

Students interested in the Behavioral Mental Health Concentration may contact Dr. Paula Morelli, Behavioral Mental Health Concentration Chair, at morelli@hawaii.edu.

**Field Education**

As the signature pedagogy of the Master of Social Work Education, the practicum experience provides each student the opportunity to apply concepts, principles, and theories learned in the classroom to practice at the practicum site. The major focus in the practicum is on the student’s acquisition of practice knowledge, skills, values, and attitudes while working with diverse client systems within a service setting.

Practicum is guided by curriculum goals and objectives. The practicum is further individualized by the student and the practicum instructor through the completion of a learning agreement approved by the Practicum Office. Students are expected to demonstrate a sense of responsibility, good judgment, responsiveness to the supervision of their work, and to demonstrate sensitivity and good interpersonal skills in professional interactions. Substandard performance in any of these areas is considered grounds for probation, suspension, or dismissal from the practicum. The foundation year of practicum is considered to be a generalist approach to social work and is integrated with the student’s foundation practice courses. The specialized (concentration) year of practicum is integrated with the student’s field of practice and is coordinated with the student’s concentration courses (Behavioral Mental Health/ Child & Family/ Gerontology/Health).

Integral to the field education experience is a mandatory Field Integration Seminar that is taken concurrently with students’ practicum placement. The FIS coursework builds upon the foundation curriculum for first-year students, and the concentration curriculum for second-year students. FIS is designed to assist in translating theory, research, and policy into practice and provides a space for discourse on skills acquisition, implementation, and evaluation, as well as on professional development.

Seminars are offered biweekly for one hour either through the online or in-person modality. These seminars count toward the student’s total number of practicum hours each semester.

Practicum is available only to classified students admitted to the MSW degree.
program. Students are required to complete four semesters of practicum (SW 690 and SW 691 in the foundation year and SW 790 and SW 791 in the concentration year) totaling a minimum of 900 clock hours. No practicum clock hour credits or waivers are given for prior paid or volunteer social work practice experience.

All foundation classroom course work must be completed prior to or concurrently with the foundation practicum courses. It is strongly recommended that SW 606 & SW 690 and SW 607 & SW 691 be taken concurrently. SW 690 and SW 691 cannot be taken prior to SW 606 and SW 607, respectively. Similarly, all concentration level course work must be completed prior to or concurrently with the concentration practicum courses.

A summer block practicum of SW 690 and 691 or SW 790 and 791 is an option for those students who elect to participate in practicum after completing their respective foundation or concentration courses. Summer block practicum consists of 450 clock hours over thirteen weeks. Students are assigned to practicum sites by the practicum office. BSW graduates and more experienced students are placed in sites commensurate with their prior education and work experience. All students are required to participate in a practicum orientation meeting, which precedes involvement in the practicum setting. The practicum orientation meeting is held at the beginning of each semester. Student attendance at the practicum orientation program is counted toward the student’s total number of practicum hours each semester.

Foundation-year students attend practicum sixteen hours per 14 weeks for a minimum of 225 hours a semester and earn three credits per semester. Concentration-year students have the option to increase their practicum hours beyond the minimum three credit hours (225 clock hours) per semester if their agency Practicum Instructor agrees. The additional credits may be used as elective credits in the concentration area. Practicum courses are available to students during the fall, spring, and summer terms. The opportunity for students to take a block practicum off-island, on the mainland, or internationally will be considered on an individual basis, but will only be allowed for students who have completed their relevant foundation and/or concentration year course work. Students must contact the Practicum Office about other requirements for practicum site certification for placement in agencies not on the island of their graduate program.

University of Hawai’i at Mānoa holidays, rather than agency holidays, will be observed in the practica. This includes the allotted weeks designated for semester breaks and the one-week spring recess.

Students participating in practicum cannot be defended or indemnified by the State of Hawai’i or the University of Hawai’i at Mānoa in the event of any legal action. Consequently, the School requires that students have professional liability insurance through the School’s group professional liability coverage plan.

Independent Study

The school encourages independent study whenever students are prepared to pursue a special interest. SW 699 Directed Reading and Research is available for this option. Students are encouraged to explore independent study with their faculty advisor. A maximum of 9 credit hours of SW 699 may be applied toward the MSW degree.

Advanced Research

Students select Plan A (thesis) or Plan B (non-thesis) to complete the advanced research requirement.

Plan A (Thesis)

This option is not currently available.

Plan B (Non-thesis)

Research projects and the research course must concern a topic related to the student’s selected concentration.

Students who elect Plan B are offered three options in completing the third and/or fourth semester research requirements. These options are:

1. One-semester course:
   - Semester Three or Four: SW 741 Review of Research in Social Work (3 credit hours); or

2. Two-semester research project:
   - Semester Three: SW 743 Individual or Group Research Project—Plan B (2–3 credit hours). Once students register for SW 743, they must complete SW 744 and Semester Four: SW 744 Individual or Group Research Project—Plan B (2–3 credit hours); or

3. One-semester research project: Semester Three or Four: SW 746 Individual or Group Research Project—Plan B (3 credit hours). For students doing only a one-semester project.

Course Organization

Foundation courses are generally sequenced and completed as shown in “Full-time Schedule” and “Sample Part-Time Schedules” boxes. Students enrolled in the Distance Education option follow the three-year schedule shown. All foundation courses must be completed before students begin concentrations. The time required to achieve the MSW through full-time study is a minimum of four consecutive fall-spring semesters. Students may also complete their requirements through a part-time program.

Advanced Standing Option

Advanced standing may be awarded to applicants who have earned a BSW degree from a social work program that was accredited through the Council on Social Work Education at the time they received the degree. Students who are admitted with Advanced Standing status will be considered to have completed the equivalent of the foundation year of the MSW curriculum and enter directly into the concentration (advanced) year curriculum. The Advanced Standing curriculum schedule can be found under “Advanced Curriculum/Concentration Year and Advanced Standing” in the Full-Time Schedule included in this bulletin.

For further information on requirements and criteria for Advanced Standing applicants, please refer to the Admissions Information section of this bulletin.
Distance Education Option for Neighbor Island Residents

The MSW program is available through distance education technology to neighbor island residents in their communities (Hawai‘i, Moloka‘i, Kaua‘i, Maui, or Lana‘i). The DE option is also available to BSW graduates residing in Guam. Classes are delivered via interactive television, computer-based delivery, face-to-face on-site and hybrid approaches. Graduates through the Distance Education (DE) option will be awarded the MSW degree after completion of the required program of classes, including field practicum. DE cohorts are not admitted every year – they are admitted in three years cycles (two years of admissions followed by one year of no admissions) such that two cohorts are always running simultaneously. The next cohort will be admitted in 2016.

Program Specifics

The purpose of this option is to extend educational opportunities to those people whose ties to their communities preclude them from enrolling in the Mānoa campus-based degree program. Students remain on their home islands for the duration of the MSW program. Students are required to travel to O‘ahu once a year to attend an on-site training and to receive advising and other educational content. Faculty and staff offer guidance and assistance throughout the program including academic advising, linkages to educational opportunities such as individual research projects, and in practicum placements.

Distance education students follow the same 3-year plan offered to Mānoa-based students (see part-time schedule on page 18) which includes the full four semesters of practicum. If you meet the requirements and criteria for Advanced Standing (see page 17) the DE MSW also has this option available. Although students can usually remain employed while enrolled in the DE option, they are expected to make arrangements with their employment to accommodate their practicum schedules. Classes are held primarily on weeknights, but also may be held on Saturdays, as classroom and time slots permit.

Delivery Modalities

A variety of distance education delivery modalities are utilized. Currently, the primary modes of instruction consist of HITS, Blackboard Collaborate, and Laulima. Two-way video is facilitated through the Hawai‘i Interactive Television Service (HITS). HITS provides full-duplex "open-mic" communications among all HITS sites, broadcast-quality video, and the ability of each site to see multiple other sites simultaneously. Blackboard Collaborate is a web conferencing program that allows instructor-student collaboration in an interactive virtual classroom. Laulima is an open source course management system developed for the UH System. Content is specific to each course and arranged by the instructor. It may include various web tools from wikis to discussion forums to other online resources. Although these three tools are the mainstays of DE instruction, other technology may also be utilized by individual instructors.

Technology Requirements

It is essential for students enrolled in the DE option to have an up-to-date computer and access to the internet. For Blackboard Collaborate in particular, students must be given authorization to enter the instructor’s virtual classroom and have an internet connection at their house, installation of Java, updated video and audio drivers, and a microphone or headset. For Laulima access, students must have a UH username and password to log in and internet connection. For more specific information about software and hardware requirements, please see: http://www.hawaii.edu/sswork/de/index.html

Application Deadline

Applications are due on February 1, 2016.

Part-Time Study

Students may also consider a part-time schedule to complete their degree. The Mānoa campus program offers three and four-year, part-time academic plans.

Students are admitted to the program for the fall semester and must complete all requirements within four years of admission to the MSW program. To provide flexibility, the school makes every effort to schedule evening as well as daytime sections for required courses. Advisers will assist students to plan part-time schedules in accordance with students’ needs and the sequencing requirements of the curriculum. Flexible practicum placements and hours are contingent on the availability of such placements. Part-time students are eligible for some financial aid programs if they carry at least 4 credits.

MSW Waiver Exam Program

The MSW waiver program offers certain incoming students the opportunity to waive foundation course requirements prior to the first semester of enrollment. If successful, the student will have a reduced number of required credits to complete for the MSW degree. Students entering as Advanced Standing may choose to take a waiver exam for SW 650 only.
The following courses are eligible for waiver by examination:

- SW 630 Social Welfare Policies and Services
- SW 640 Introduction to Scientific Methods and Research Principles in Social Work
- SW 650 Research Designs and Data Analyses for the Evaluation of Practice Effectiveness
- SW 659 Human Behavior in the Social Environment I
- SW 660 Human Behavior in the Social Environment II

**Post-Baccalaureate Unclassified Students**
(Mānoa campus option)

Students may begin a plan of study in the fall or spring semesters (post-baccalaureate unclassified status) without being formally admitted into the MSW program. Selected foundation and elective courses are open (on a space-available basis) to unclassified students. By petition to the Graduate Division, credit hours earned while in unclassified status (B- or better is required) may be applied toward fulfillment of the advanced degree requirement. To apply for post-baccalaureate unclassified status, please contact the Graduate Student Services at (808) 956-8544 or graduate.education@hawaii.edu, or visit their website at http://manoa.hawaii.edu/graduate/content/applying-pbu-student.

**Transfer of Credits**

No work may be transferred from another institution unless the grade is B- or higher. Grades for transferred courses are not counted in the grade point ratio required for continued registration. All transfer of credits must be processed by the first semester of enrollment into the program. Credits more than seven years old are not transferable. For further information, visit http://manoa.hawaii.edu/graduate/content/transfer-pbu-credits.

**Related Certificate Programs**

UHM offers a wide range of graduate certified programs in related and complementary fields to social work. These include: public administration, planning studies, international cultural studies, conflict resolution, women’s studies, and more. Please see http://www.catalog.hawaii.edu/ or http://manoa.hawaii.edu/graduate/content/graduate-programs for a complete listing.

Students pursuing graduate certificates at UHM need to meet certificate requirements set by the Graduate Division and their chosen certificate programs. Detailed information may be obtained by writing to the appropriate graduate chairs. For more information, please go to http://manoa.hawaii.edu/graduate/content/graduate-certificate.

**How to Apply**

For MSW admission requirements and application information, please refer to the Admissions Information section of this bulletin.
Program Goals and Educational Objectives

The major goals of the doctoral program are to:

1. Provide students with the substantive and methodological competence requisite for scholarship and research in social policy and social work practice in the field of social welfare;
2. Increase the number of social welfare professionals, especially in Hawai‘i and the Pacific Region, who would be qualified to carry out social welfare research and program evaluations, to teach, and to foster knowledge development in all areas of social work; and
3. Increase the number of doctorally educated social workers from underrepresented ethnic and minority groups.

The PhD curriculum exposes students to a program of study and investigation that places its highest priority on independent inquiry and the enhancement of intellectual, creative, and analytical abilities. Each student completing the doctoral program will be expected to possess a comprehensive body of knowledge about the field of social welfare, related behavioral and social sciences, and the social work profession in relation to one or more social problem areas. Each student will demonstrate ability to conduct independent research on a critical social problem. Specifically, each doctoral graduate is expected to achieve the following educational objectives:

1. Apply relevant social work and social science knowledge to the resolution of critical social problems.
2. Critically evaluate the cultural dimensions of social problems and promote strategies for social problem resolution.
3. Delineate and analyze social policy and social work practice issues related to substantive areas in social welfare and conceptualize the social or behavioral processes characterizing them.
4. Analyze and apply social science theories, findings, and research methodologies to social welfare knowledge-building concerns.
5. Formulate professionally relevant and theoretically productive research questions and hypotheses, and investigate them through empirical research, with particular concern and sensitivity to culturally appropriate research methodologies and needs in Hawai‘i and the Pacific region.
6. Integrate and synthesize research findings into the body of professional knowledge.
7. Disseminate knowledge through publications and/or teaching.

To accomplish the above, the doctoral curriculum provides opportunities for students to acquire advanced and comprehensive knowledge in the following areas:

1. The application of social science theories and research to social policy analysis, program evaluation, and social work practice.
2. The conceptualization, design, and conduct of empirical research.
3. At least one critical social problem area.
4. Perspectives on culturally appropriate social welfare programs, social work practice and intervention approaches.
5. Pedagogy of teaching and research through practicum experiences.

PhD Curriculum

The doctoral curriculum is designed to provide sufficient structure to allow students to progress smoothly through the program and, at the same time, provide the flexibility and rigor that are the hallmark of doctoral education. The organization of the curriculum is divided into core required courses to ensure that all students are equipped with comparable basic knowledge; specialization work, in which students largely design their own curriculum; teaching and research practica; electives; a dissertation design requirement; and the dissertation. The PhD in Social Welfare requires 46 hours of course credit excluding dissertation credits.

Core Required Courses

The core program is comprised of a series of required courses that all students must take. These core courses are in the areas of logic of inquiry, quantitative and qualitative research methods, policy analysis and program development in social work, and analysis and development of knowledge in social work. The core courses provide intensive and extensive knowledge of social work’s use of the existing social science knowledge base, appropriate research methodologies, analytic strategies, and effective intervention approaches to social problems and the delivery of human services.
The objectives of the core courses are to:

1. Provide knowledge unique to social work and social welfare;
2. Provide a framework for integration of knowledge, particularly the knowledge obtained from courses in other university units;
3. Provide the basic training necessary for empirical research and scholarship; and
4. Ensure that some of the unique components of the program, such as cultural perspectives, concerns of the people of Hawai‘i and the Pacific, and a focus on research and knowledge development are integrated into the curriculum.

The core curriculum of the PhD program consists of the following courses:

**Fall semesters only:**
- SW 651 Quantitative Methods I (3)
- SW 750 Analysis and Development of Knowledge for Social Work (3)
- SW 752 Qualitative Research: Philosophical, Methodological and Analytic Approaches (3)

**Spring semesters only:**
- SW 654 Multiple Regression in Behavioral Research (3)
- SW 731 Social Policy Analysis (3)
- SW 751 Quantitative Methods II (3)

**Prerequisites and Course Sequencing**

Students accepted with a master's degree in allied areas (e.g., public health, counseling, psychology, nursing, medicine) are required to take and pass the following prerequisites:

1) SW 630 Social Welfare Policy and Services (prerequisite for SW 731), its equivalent, or a waiver examination;
2) SW 640 Introduction to Scientific Methods and Principles in Social Work (prerequisite for SW 651), its equivalent, or a waiver examination;
3) SW 699 Directed Reading (1 credit) on the social work profession which includes social work history, contemporary issues and the nature of social work practice.

All required core courses must be completed before the qualifying exam.

**Qualifying Examination**

The objective of the Qualifying Examination (QE) is to assess students’ knowledge, analytic competence, and ability to apply and integrate concepts across the areas of the core curriculum. All PhD students must pass the QE in order to proceed in the program. When all required core courses are completed, and readiness to take the QE is determined with his or her faculty advisor, the student will notify the Doctoral Program Chair. If a student has an incomplete, or “I” grade, for any of the core courses, she or he is not eligible to take the QE.

Students may take the entire QE (parts A through D) during finals week of the Spring semester (mid-May) or the week prior to the beginning of the Fall semester (mid-August). Students also have the option to take one half of the QE (Parts A and B) at the end of the Spring semester (mid-May) and the remaining half (Parts C and D) at the beginning of the Fall semester (mid-August) after all core courses are completed. QE scheduling may be influenced by faculty availability or other scheduling considerations.

The qualifying exam committee will consist of SSW faculty who taught courses in the core curriculum. This committee will be responsible for creating and grading the qualifying exam. A draft of the qualifying exam will be presented to the PhD Program Committee for review. The qualifying exam committee will determine the scheduling and duration of the exam.

The qualifying exam will be a written exam consisting of questions pertaining to all areas of the core curriculum. Exam questions will be developed to test students' ability to integrate and apply knowledge within and across areas covered in the core curriculum. Students must complete all parts of the exam and no part(s) of the exam can be delayed.

The exam will be presented to the PhD Program Qualifying Examination and the Comprehensive Examination. The research practicum provides students with opportunities to develop skills for academic positions and future leadership roles. A critical part of development as a scholar is knowledge development through research. The research practicum targets the development of students’ research skills with

Students who fail the exam or part of the exam will have the option of retaking the failed part of the exam. Students who fail the exam or part of the exam twice will not be permitted to remain in the program.

The student is admitted to pre-candidacy after successfully passing the qualifying exam. Action to admit a student to pre-candidacy is reported to the Graduate Division on Student Progress Form I – Pre-Candidacy Progress.

**Specialization**

The individualized specialization plan is the key focus of the doctoral curriculum. A student's specialization plan emphasizes her or his commitment to the careful study of human/social problems, and the development and evaluation of policies and programs designed to prevent or remediate social problems. In particular, the specialization allows students to plan programs of study consistent with their career goals. Students select one human/social problem relevant to social work as a focus for their specialization.

Each plan provides a focus on the developmental work that needs to be done in a social/human problem of the student's choice. By providing a critical methodological and substantive education, the PhD program will produce social work scholars who will possess the requisite expertise to make significant contributions to state, national, and international efforts to resolve major social welfare problems. A student must complete at least two specialization courses prior to enrolling in the Dissertation Seminar (SW 755). Successful completion of SW 755 is required.

**Teaching and Research Practica**

Research and teaching practica were designed to provide students with direct mentoring and hands-on experience. Students are required to take a minimum of one semester in teaching and one semester in research. Practica are completed between passing the Qualifying Examination and the Comprehensive Examination. The teaching practicum provides students with opportunities to develop skills for academic positions and future leadership roles. A critical part of development as a scholar is knowledge development through research. The research practicum targets the development of students’ research skills with
these specific goals: (1) to provide research experience through participation in a supervised research project prior to the dissertation; (2) to involve students in doing research early in their doctoral studies; (3) to increase students’ research skills; and (4) to develop skills in writing for publication.

Electives
Students are required to complete at least two elective courses. One elective must be in the area of research methods and statistics, and the second elective in program evaluation. These courses must be chosen from the list of approved electives. These elective courses are intended to reinforce each student’s knowledge in any of the core or specialization areas.

All electives are subject to prior approval by the student’s advisor. If the class is not already on the PhD Program Committee’s approved list, the student must submit a graduate catalog outline or other course description prior to the beginning of the first class for PhD Program Committee review and approval. If the PhD Program Committee approves the course, it will be added to the electives list. Students may take additional courses beyond the two electives to further their preparation.

Doctoral Committee and Comprehensive Examination

Doctoral Committee
The doctoral committee conducts the comprehensive examination and approves the dissertation research proposal and the dissertation itself. To form this committee, the student is advised to first seek a graduate faculty member who is qualified (Full Graduate Faculty-tenured faculty) and willing to serve as chair of the doctoral committee. The committee must consist of at least five members of the University of Hawai‘i graduate faculty. The majority of the committee must be from the School of Social Work and at least one faculty member must be from another field of study. The chair of the committee must be from the School of Social Work and both the chair and outside member must be full members of the regular graduate faculty. The chair of the PhD program recommends to the dean of the Graduate Division appointment of the doctoral committee on Student Progress Form II, Advance to Candidacy.

Dissertation Design
The dissertation design requirement includes a dissertation seminar or at least one directed reading and research course (SW 699). This requirement will integrate and focus the student’s learning in the specialization area, as it is related to the dissertation research, and facilitate the student’s movement toward the dissertation.

Comprehensive Examination
An oral comprehensive exam is required. The purpose of this exam is to ascertain the student’s comprehension of the specialization area and the student’s readiness for dissertation research. Thus, this exam will cover the student’s area of specialization as well as a dissertation proposal consisting of the first two chapters of the dissertation (the statement of the problem, review of the literature, research design and method). As described above, the doctoral committee conducts the comprehensive examination. Passing this exam constitutes approval of the dissertation proposal. The chair of the PhD program reports the results of the examination to the Graduate Division on Student Progress Form II, Advance to Candidacy.

Doctoral Dissertation and Final Examination

Doctoral Dissertation
The doctoral dissertation is a scholarly document resulting from original and independent research. The dissertation is a major undertaking that reflects the highest standards of scholarship and makes an original and significant contribution to knowledge and practice in the field of social welfare and/or the profession of social work.

Work on the dissertation is conducted under the supervision of the dissertation
committee chair as well as the approval and direction of the doctoral committee. When the dissertation proposal has been approved by the doctoral committee, Graduate Division must be notified on Student Progress Form II, Advance to Candidacy. The student may then register for SW 800 Dissertation Research during the next registration period. The student must be registered in SW 800 during the entire term in which the work for the degree is completed.

The chair of the doctoral committee should provide primary direction regarding research methods, preparation of results, and the writing of the dissertation. The chair and the student are jointly responsible for informing the committee members about the progress of the research and the dissertation.

A majority of the doctoral committee members, including the committee chair, must approve both the dissertation and the examination on the dissertation. The chair of the doctoral committee must ensure that the final form of the dissertation, including revisions agreed upon, is acceptable to a majority of the committee.

The student must submit copies of the completed dissertation at least four weeks prior to the date of the final oral examination (dissertation defense).

Other requirements for the dissertation include the following:

1. Presentation and Defense of Dissertation Proposal. The student must present the dissertation proposal to the doctoral committee during the comprehensive examination.

2. Original Research. Dissertation research promotes the integration of conceptual issues, knowledge of a social problem, research design, and promotes the skills necessary for empirical research. Therefore, all dissertations must involve original research conceptualized by the student, and the collection and analysis of data.

3. APA Guidelines. The content and style of both the dissertation proposal and the dissertation itself must conform to the most current edition of the APA publication guidelines. Dissertations must also conform to Graduate Division guidelines.

4. Human Subjects Approval. Human subjects approval for the dissertation research must be obtained from UHM’s Office of Research Services before data from human subjects can be collected.

5. The doctoral committee members express their approval on the signature page of the dissertation and on Student Progress Form III, Dissertation Evaluation.

**Final Examination (Dissertation Defense)**

The final examination is primarily a defense of the dissertation but may also cover related subjects. This examination is required of all candidates for the doctoral degree. The examination is oral and is conducted by the full doctoral committee. A majority of the doctoral committee members, including the committee chair, must vote “Pass,” otherwise the student fails. Notice of the final oral examination must be published on News@UH, the newsletter of the University of Hawai’i system, and is open to the public. The chair of the PhD program reports the results of the final examination on Student Progress Form III, Dissertation Evaluation, after all other requirements for the degree have been fulfilled.

**Part-Time Requirements**

Part-time students are defined as students who are enrolled in the PhD program for less than 8 credit hours per semester. The program recognizes the benefit of having people who are employed while being engaged in doctoral studies and will endeavor to make courses available to part-time students.

Part-time students who have not completed the core must take at least 6 credits per semester. Summer courses, if offered, can be counted against this total. Students who do not meet this requirement will be required to seek an official leave of absence from the program. Directed reading hours may be counted in this total.

Please refer to the official PhD Program manual for additional detailed program information.

**How to Apply**

For PhD admission requirements and application information, please refer to the Admissions Information section of this bulletin.
BSW Program
Admissions Information
http://www.hawaii.edu/sswork/bsw.html

Please note that in addition to the specific requirements of the Myron B. Thompson School of Social Work, the rules and requirements of the University of Hawai‘i at Mānoa must also be observed. For additional information, refer to the current UH Mānoa Catalog (http://www.catalog.hawaii.edu/undergrad-ed/admissions.htm) or the UH Mānoa Office of Admissions and Records (http://www.hawaii.edu/admrec/).

Admission Requirements
To be considered for admission, the applicant must:

1. Have been admitted (or be in the process of being admitted) to the University of Hawai‘i at Mānoa
2. Have completed the University of Hawai‘i at Mānoa’s general education core requirements (refer to BSW Program section for details)
3. Have completed the knowledge-base courses identified by the School of Social Work with a grade of C or better (refer to BSW Program section for details)
4. Have a minimum cumulative grade point average of 2.5
5. Provide evidence of motivation for and commitment to social work (e.g., personal, volunteer, and/or social work-related experience).

Application Procedures
Application information and forms may be obtained from the BSW Admissions Office or online at http://www.hawaii.edu/sswork/bsw-forms.html. Application packets may also be requested by e-mail to sswadmit@hawaii.edu or by phone at (808)956-7182. Applicants to the BSW program must submit:

1. Official transcripts of all college-level academic work completed.
2. School of Social Work BSW application form.
3. Three (3) completed BSW Letter of Recommendation forms
4. Personal Statement (refer to guidelines in BSW application packet).
5. Statistical Information Form.
6. Resume.

All completed application materials should be sent to:
BSW Admissions Office
Myron B. Thompson School of Social Work
University of Hawai‘i at Mānoa
2430 Campus Road, Gartley 203
Honolulu, HI 96822

Application Deadlines
The deadlines for submission of applications are as follows:

Fall admission: February 1
Spring (early) admission: October 1

Transfer and International Applicants
All undergraduate students transferring to the University of Hawai‘i at Mānoa (UHM) campus from other colleges and universities must first apply for UHM admission before submitting BSW application materials to the School of Social Work.

UH Mānoa transfer applications may be obtained and submitted online at http://manoa.hawaii.edu/admissions/undergrad/apply/transfer.html or may be requested from the UH Mānoa Office of Admissions and Records at uhmanoa.admissions@hawaii.edu; (808) 956-8975; or 2600 Campus Road, QLCSS 001, Honolulu, HI 96822. UH Mānoa applications must be accompanied by a nonrefundable, nontransferable application fee. The School of Social Work does not require a separate application fee for applying to the BSW program.

Further information for transfer applicants may be obtained from the UHM Mānoa Office of Admissions and Records through their website (at http://manoa.hawaii.edu/admissions/undergrad/transfer.html) or at the address above.

International applicants may be required to submit additional materials and should contact the UHM Office of Admissions and Records (see http://manoa.hawaii.edu/admissions/undergrad/international.html).

MSW Program
Admissions Information
http://www.hawaii.edu/sswork/msw.html

New students are admitted to the Mānoa-based MSW program only in the fall semester of each school year.

Admission Requirements
To be considered for admission to the MSW program, applicants must:

1. Hold a bachelor’s degree from an accredited U.S. college or university or its equivalent from a recognized foreign institution of higher learning. The standards of the foreign degree in question must be equivalent in both the distribution of academic subject matter and in scholarship achievement requirements to those maintained at the University of Hawai‘i.

2. Have a scholarship record in undergraduate and post-baccalaureate work, if any, that indicates potential for professional social work graduate study. Grades attained in the last four semesters, the major, and post-baccalaureate work are important considerations. Applicants are required to have a minimum grade point average of 3.0 (or its equivalent) to be eligible for consideration.

3. Have a background in the liberal arts, specifically in the areas of logic/analytical thinking, behavioral science, social science, biological science with an emphasis on human biology, and culture. Students with an identified deficiency in a liberal arts area are required to make it up in their first semester in the MSW program.

4. Provide evidence of personal qualifications, social work, and/or related experiences, motivation, and interest that indicate potential for successful graduate social work education and professional practice.

Application Procedures
Applicants for admission to the MSW program at the MBT School of Social Work must submit two (2) separate applications—one to the UH Mānoa Office of Graduate Education for admission to the University as a classified student and one to the School of Social Work for acceptance into the MSW program. Please note that both applications require official transcripts to be submitted as part of the application.
The application deadline for both the Mānoa-campus based program and DE Option is February 1, 2016.

UH Mānoa Graduate Admissions applications and instructions can be obtained online at http://manoa.hawaii.edu/graduate/content/prospective-students, by request to (808) 956-8544 or graduate.education@hawaii.edu, or from the Graduate Education - Student Services Office, University of Hawai‘i at Mānoa, 2540 Maile Way, Spalding 353B, Honolulu, HI 96822. Applicants must submit the Graduate Admissions Application Form, application fee, one (1) copy of all official transcripts, and other required materials, if any, to the Graduate Education - Student Services Office. Please note that the School of Social Work does not require the Graduate Division’s Statement of Objectives form.

MSW application forms and instructions can be obtained from the MSW Admissions Office or through the School of Social Work website (http://www.hawaii.edu/sswork/msw-forms.html). Application packets may also be requested by e-mail to ssworkadmit@hawaii.edu or by phone at (808) 956-7182.

Applicants to the MSW program must submit the following materials to the School of Social Work by February 1:

1. MSW Program Application form
2. Liberal Arts Background form
3. Statistical Information Form
4. Personal statement (according to guidelines provided as part of the MSW application packet)
5. Resume
6. One (1) official transcript from every college and university attended in sealed envelopes with the registrar’s signature or seal across the flap
7. Three (3) completed MSW Letter of Recommendation forms in sealed envelopes with the recommender’s signature across the seal. Preferred recommendations include current/former college instructors and professional social workers who have supervised you, including practicum supervisors.
8. School of Social Work Financial Aid Application (optional)
9. Applicants for Advanced Standing must also submit additional materials (see Advanced Standing below).

10. International applicants may need to provide additional application materials (see Transfer Applicants and International Applicants below).

Graduate Record Examination (GRE) test scores are not required except under certain circumstances (see Nontraditional Grading below).

The School of Social Work does not require a separate application fee for applying to the MSW program.

All completed MSW application materials should be sent to:

MSW Admissions Office
Myron B. Thompson School of Social Work
University of Hawai‘i at Mānoa
2430 Campus Road, Gartley 203
Honolulu, HI 96822

Applicants who are still in their undergraduate programs should apply following the first quarter or semester of their senior year.

Applicants should need early deadlines for examinations that may be required for admission and make arrangements to take the TOEFL, IELTS, or GRE, if applicable (see below), several months prior to the application deadline.

Nontraditional Grading

If more than 25 percent of a student’s undergraduate course work was graded under a nontraditional grading system (e.g., pass/fail, credit/no credit, S/U, etc.):

1. Transcripts must be accompanied by official course performance reports (i.e., faculty evaluations); and
2. Applicants must take the general test of the GRE (see http://www.ets.org/gre) and submit the results to the UH Mānoa Office of Graduate Education (ETS code 4867). Test scores over five years old will not be accepted.

Advanced Standing

Advanced standing in the MSW program may be awarded to students who have earned a Bachelor of Social Work (BSW) degree from a Council on Social Work Education accredited program and are admitted to the MSW program. Advanced Standing allows students to enter directly into the second (concentration) year of the MSW program.

To apply for Advanced Standing, the following criteria must be met:

1. The applicant must meet the admissions criteria for the MSW Program.
2. The applicant must have graduated from a Bachelor of Social Work program accredited by the Council on Social Work Education. Receipt of the Bachelor of Social Work degree cannot be more than seven years prior to the time that the Master of Social Work degree is to be conferred.
3. The applicant must have a cumulative GPA of 3.0 or higher (on a 4.0 = A scale) and must have no grade lower than B- in any Social Work course.
4. In addition to the required MSW application materials, Advanced Standing applicants must also:
   a. Complete the Personal Statement for Advanced Standing applicants
   b. Obtain at least one of the three letters of recommendation from a teaching or practicum faculty, or the program/dept. chair of their BSW program
   c. Submit a copy of the portion of the university or college catalog that provides information on their BSW program
   d. Provide a copy of the senior practicum evaluations and learning contracts with their application.

Further details on these Advanced Standing requirements are provided by the School of Social Work as part of the MSW application packet and are also available online at http://www.hawaii.edu/sswork/msw-forms.html.

Application Deadline

The deadline for submission of all MSW application materials to the School of Social Work (including official transcripts and letters of recommendation) is February 1, 2016. Graduate Admissions application materials must also be submitted to the UH Mānoa Office of Graduate Education by this deadline for applicants applying to the MSW program. The School of Social Work will not consider an MSW application to be complete unless the Graduate Admissions
application is also completed, and only completed application files will be reviewed by the MSW Admissions Committee.

Applications will be processed in the order in which they are completed, and late applications will be processed as time and capacity allow. Applicants are therefore strongly urged to submit applications at the earliest possible time. Processing of applications will be terminated when the school's capacity has been reached or when the Coordinator of Admissions determines that there is insufficient time.

The School of Social Work reviews completed MSW applications and makes recommendations for admission to the University; however, the final determination of admissibility is made by the University.

**Transfer Applicants**

Students transferring from other accredited schools of social work will be expected to satisfy the same admission and degree requirements as all other MSW students. No credits may be transferred from another institution unless the grade is "B-" or higher. All transfer of credits must be processed by the first semester of enrollment in the program.

All second-year transfer students must be in residence a minimum of two semesters of full-time study (minimum 8 credits per semester). At least one-half of the credits required in this school's graduate program must be taken at the University of Hawai'i while a classified graduate student. All transferring students must initiate contact with the Director of Student Services to determine course requirements prior to registration.

Further information regarding transfer credits can be found at http://manoa.hawaii.edu/graduate/content/transfer-pba-credits.

**International Applicants**

International applicants should also visit the UH Mānoa Office of Graduate Education website (http://manoa.hawaii.edu/graduate/content/international-students) and contact the Graduate Admissions Office for further information and any additional requirements.

**Evidence of English Language Proficiency**

Most applicants whose native language is not English are required to take either the TOEFL (Test of English as a Foreign Language; minimum score: 560 on paper-based test or 83 on internet-based test) or the IELTS (International English Language Testing System; minimum score: 6.5 for the overall band test results) exam. Official scores should be sent directly to the UHM Graduate Admissions Office. Institutional TOEFL scores are not accepted except for UHM institutional TOEFL scores. Test scores over two years old will not be accepted.

An applicant is exempt from the testing requirement if he/she has earned a bachelor’s or advanced degree within the last five years from a regionally accredited or recognized institution in the United States, Australia, Canada, New Zealand, Singapore, or the United Kingdom.

For TOEFL information visit http://www.ets.org/toefl. For IELTS information, please visit http://www.ielts.org.

**English Language Institute**

The English Language Institute (ELI) evaluates the English of all new and transfer foreign students and provides suitable instruction for those whose English fails to meet standards determined by the University to be sufficient for pursuit of full-time studies. The evaluation must be completed before students are allowed to register for University courses.

Students in ELI training take a reduced academic load and, consequently, should expect to make proportionately slower progress in regular University studies.

**Readmission**

Newly admitted students who do not register in the program and semester for which they are admitted or who withdraw from all courses within the designated withdrawal period are considered "no-shows," and their admission status becomes invalid. To be readmitted, students must apply again following standard admissions procedures, and their applications will be considered with all other applications. Please note that previous admission does not guarantee future admission.

**PhD Program Admissions Information**

http://www.hawaii.edu/sswork/phd.html

**Admission Requirements**

The primary purpose of the application process for the PhD Program in Social Welfare is to select students who show the greatest potential for scholarship and for future contributions to the field of social welfare in Hawai'i and the Pacific Basin. In addition to requirements set forth by the University of Hawai'i Graduate Division, the Doctoral Program Committee of the School of Social Work looks for evidence of the following when reviewing applications:

1. **Education.** Applicants must have a Master of Social Work degree from a CSWE accredited school/program of social work prior to beginning the PhD program. (Students are urged to obtain 2 years post-MSW experience in social work which will allow them to teach social work practice courses at a CSWE accredited school of social work upon graduation.) Exceptions are made to this requirement for applicants from countries without accreditation provided they produce evidence that their master's degree is approved by the International Social Work Degree Recognition and Evaluation Service of the Council on Social Work Education: http://www.cswe.org/cms/22207.aspx or for allied master's degree applicants with strong credentials and with experience working in social work settings. (Prerequisite courses in social work will apply for non-MSW students.)

2. **Scholarly capacity.** Applicants are expected to show capacity for advanced academic work and potential for scholarship. The ability to work independently and develop competence to design and carry out rigorous research studies relevant for social work is a critical expectation of the PhD program. Applicants are expected to demonstrate excellent writing skills, and evidence of analytic skills, research interest and capabilities, as part of the admissions application.

3. **Work experience.** Applicants with at least two years of experience working with a multicultural population will be preferred.

4. **Career goals.** Applicants' interests and career goals should be compatible with the stated focus of the PhD program.

**Application Procedures**

Applicants for admission to the PhD program at the UH Mānoa School of Social Work must submit two (2) separate applications:

1) The UH Mānoa Office of Graduate Education for admission to the University.

2) The School of Social Work for acceptance into the PhD program. Please note that both applications require official transcripts to be submitted as part of the application.

**UH Mānoa Graduate Admissions Application**

UH Mānoa Graduate Admissions application and instructions can be obtained online at http://manoa.hawaii.edu/graduate/content/ prospective-students or by contacting Office
of Graduate Admissions Office, 2540 Maile Way, Spalding 354, Honolulu, HI 96822. Applicants must submit the Graduate Admissions application form, application fee, one (1) copy of all official transcripts, and other required materials, if any, to the Office of Graduate Education – Student services. Applications may also be submitted online at http://manoa.hawaii.edu/graduate/content/how-apply. The School of Social Work does not require the Supplemental Information and Statement of Objectives forms.

Submit UH Mānoa Graduate Admissions application materials to:

University of Hawai‘i
Office of Graduate Education – Student Services
2540 Maile Way, Spalding 354
Honolulu, HI 96822

School of Social Work PhD in Social Welfare program application

PhD application forms and instructions can be obtained online at http://www.hawaii.edu/sswork/phd-forms.html, or from the School of Social Work Admissions Office, 2430 Campus Road, Gartley Hall 203, Honolulu, HI 96822. Applicants to the PhD program must submit the following materials to the School of Social Work:


2. A statement of purpose. This statement should not exceed 5 double-spaced typewritten pages, using a font no smaller than 12 points. Please be as specific as possible in answering the questions below.

- Discuss your qualifications and readiness for pursuing doctoral studies in social welfare.
- Describe your view of the role of research in social welfare.
- Describe the area of specialization around which you wish to concentrate your study and research. In specifying your area of research interest, please identify social welfare PhD faculty who might be useful to you in exploring your area. Indicate any special projects of research emphasis at the School of Social Work or within the larger University that you view as helpful resources.
- Describe the development of your interest in research and the relation of that interest to your professional area of specialization.
- Illustrate how your personal history, family background, and intellectual development have influenced your decision to pursue social welfare research as a career goal. As appropriate, note cultural and educational opportunities that you have experienced and any educational, social, or economic disadvantages that you have had to overcome.
- What are your career plans? Specifically, how do you expect to use the research and scholarly skills developed in the doctoral program?

3. One example of your academic or scholarly writing (e.g., academic paper, thesis, publications, research proposals). Your writing sample should be single-authored or first-authored by you. If no examples of your academic or scholarly writing are currently available, please write a paper as though you would submit it for publication in a professional journal. Do not send PowerPoint presentations or case notes. Your writing sample should:

a. Demonstrate conceptual and analytic skills;

b. Use appropriate and consistent citation and referencing format; and
c. Demonstrate writing ability.

4. One official transcript from every college and university attended even if the credits appear as transferred credits on your records at another institution, and regardless of the number of credits earned or the length of time attended. Official transcripts are original documents issued by the college or university that bear the actual signature of the registrar in ink, and the embossed seal or official stamp of the issuing institution. Request that the official transcripts be sent directly to you in sealed envelopes with the registrar’s signature stamped across the flap. Include the unopened envelopes with your other application materials. (Note: Applicants do not need to submit transcripts from any University of Hawai‘i system school.)

5. Three completed PhD Reference forms with reference letters. Reference letters from faculty or supervisors, which evaluate the applicant’s ability to do scholarly work on a doctoral level, are strongly recommended. Request that each completed PhD Reference form and accompanying reference letter be sent directly to you in a sealed envelope with the reference’s signature across the flap. Facsimiles will not be accepted.

Please send the three sealed references together with your entire, completed application packet.

6. TOEFL scores: Students who speak English as a second language are required to submit evidence of fluency in English as measured by the Test of English as a Foreign Language (TOEFL) examination. Official scores should be sent directly to the Graduate Admissions office. The Educational Testing Services (ETS) code for UHM is 4867. Test scores cannot be more than two years old.

Test Information:
TOEFL/TSE Publications
P.O. Box 6151
Princeton, NJ 08541-6151
Web: www.toefl.org

7. GRE scores
Test scores of the Graduate Record Exam (GRE) are required as part of the application process. If you have not taken this examination within the past five years or you would like to retake the exam in an effort to increase your scores, you should arrange to take it before November.

Request that the GRE results be sent to the University of Hawai‘i at Mānoa Graduate Division Student Services office. The Educational Testing Service (ETS) code for UHM is 4867. The GRE website (http://www.gre.org) contains complete information on testing, a downloadable registration bulletin, and test site schedules.

The GRE’s Aptitude Test measures general scholastic ability for the graduate level. An applicant’s GRE scores are just one of the criteria considered during the application process.

Because of the program’s emphasis on the social welfare needs of Hawai‘i, residents of Hawai‘i and nations in the Pacific Basin, minority group members, and women are particularly encouraged to apply to the program. Applicants’ statements of career goals and interests, and reference letters will be evaluated to identify those whose experiences, interests, and goals are of particular relevance to the social welfare needs of Hawai‘i.

Application Deadline

Deadline for receipt of all materials is January 15 for entry into the program in the Fall semester only.

All UH Mānoa Graduate Division application materials must be submitted to the Graduate Admissions Office at the address listed above.

All School of Social Work PhD program application materials must be submitted to the School of Social Work at the address listed above.

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Financial Information

Tuition and Fees

Tuition and fees cited in this publication are those established for students at the UH Mānoa campus for the 2015-2016 academic year. All tuition and fee charges at the University of Hawai‘i campuses are subject to change in accordance with requirements of state law and/or action by the Board of Regents or the University administration.

Tuition and fees are charged according to the number of credit hours carried by the student. For tuition purposes, a full-time student is one who is enrolled for 12 or more credit hours.

Full-time tuition
- Undergraduate – Resident $5,172
- Undergraduate – Nonresident $15,534
- Graduate – Resident $7,116
- Graduate – Nonresident $17,160

Part-time tuition per credit hour
- Undergraduate – Resident $431
- Undergraduate – Nonresident $1,279
- Graduate – Resident $593
- Graduate – Nonresident $1,430

Undergraduate – full-time
- (12 or more credits) $410
- Undergraduate – part-time $405
- Graduate – full-time or part-time $420

For further information, please refer to the UH Mānoa Catalog (http://www.catalog.hawaii.edu/tuitionfees/tuition.htm) and the UH Mānoa Office of Records and Registration website (http://manoa.hawaii.edu/records/tuition_fees/).

Residency Requirements for Tuition Purposes

A student’s residency status as applied to tuition purposes is determined by the campus Residency Officer based on Hawai‘i Administrative Rules Title 20, Chapter 4. Information regarding residency requirements can be found on the UH Mānoa website at http://manoa.hawaii.edu/admissions/undergrad/financing/residency.html and in the UH Mānoa Catalog (http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm).

Students with question regarding residency status are advised to contact the UH Mānoa Office of Admissions and Records at 808-956-8975 or 1-800-823-9771 and ask to speak to a residency counselor.

Financial Aid Information

Applicants who are in need of financial assistance should seek it simultaneously from as many different sources as possible. This would include, but should not be limited to, the various forms of financial aid available through the University of Hawai‘i at Mānoa Financial Aid Services Office and the Myron B. Thompson School of Social Work.

The best and most comprehensive forms of financial aid are often found through other public and private sources. Although the school makes every effort to distribute information about additional resources based on notices received, students and applicants should not rely upon this as their primary source of information.

The School of Social Work does not offer any graduate teaching assistant positions for MSW or PhD students at this time. Graduate research assistantships, when available, are posted on the UH employment website, Work at UH (http://workatu.hawaii.edu/). Further information about graduate assistantships can be found on the Office of Graduate Education website at http://manoa.hawaii.edu/graduate/content/graduate-assistants.

Paid practicum/field placements and training stipends are sometimes available, and information on these opportunities is distributed to students by the School’s Practicum Office and/or Project Directors as it becomes available, usually during the school year.

UHM Financial Aid Services

The UH Mānoa Financial Aid Services Office administers the University student assistance program, which includes federal work study, scholarships, grants, and loans. More information and application forms can be obtained by contacting the UHM Financial Aid Services Office by phone at (808) 956-7251 or by visiting their website at http://www.hawaii.edu/fas/.

School of Social Work Administered Financial Aid

Several scholarships and financial awards are administered through the School of Social Work. Application for School of Social Work administered financial aid is through common application forms for each of the degree programs. Additional materials may be required for specific scholarships and awards. Application forms, additional requirements, and further information are available through the SSW Admissions Office, in application packets, online at http://www.hawaii.edu/sswork/forms.html, or by e-mailing a request to sswork@hawaii.edu.

Please note that continued availability and terms of the scholarships and awards described here are subject to change at the discretion of their sponsors.

Mānoa Achievement Scholarships are available to a limited number of full-time students who are enrolled in a School of Social Work degree program at UH Mānoa and are in good academic standing.

The Hoa Hana Scholarship was established to assist students commuting from neighbor islands to complete their education at the Myron B. Thompson School of Social Work. Preference will be given to those who currently reside on a neighbor island and express an intention to practice in the field of social work on a neighbor island.

For BSW students only

The Fred Markham Lampson Scholarship was established to provide merit-based scholarships to assist BSW students at the School of Social Work. Recipients must be full-time or part-time BSW students intending to continue study in the MSW program. Financial need must also be demonstrated.

The Murabayashi Foundation Scholarship was established to assist Korean speaking students in the School of Social Work.
Recipient must be full-time undergraduate students enrolled in the BSW program and intend to practice in Hawai‘i.

For MSW students only

The Oscar and Gaile M. Kurren Scholarship honors the memory of Dr. Oscar Kurren and Gaile M. Kurren by awarding financial assistance to full-time, concentration-year MSW students intending to become social workers in the health care system.

The Betty Lyle Anderson Scholarship provides financial assistance to full-time, concentration-year MSW students who have a career interest in community organization and social group work.

The Alumni & Friends of the School of Social Work Endowed Scholarship was established to provide financial assistance to MSW students committed to providing social work services to Hawai‘i, the Pacific, and/or Asia. Recipients may be full-time or part-time MSW students.

Kahala Nui Gerontology Scholarship Students enrolled as Gerontology Concentration students may be eligible to apply for scholarship funds through the Gerontology Concentration Chair and generously provided by Kahala Nui Retirement Community. For other potential scholarships, please contact the Chair, Dr. Colette Brown: (808) 956-6126 or cbrowne@hawaii.edu.

For MSW and PhD students

The Sally Kanehe Lampson Endowed Scholarship was established in recognition of the pervasive social problems resulting from colonialism and culturally repressive forces in Hawai‘i and the Pacific region. It is hoped that research supported by this fund will encourage the exploration of effective and culturally sensitive social services to address these problems. Recipients must be enrolled either full-time or part-time in the MSW or PhD program at the School of Social Work. Preference shall be given to doctoral students. Recipients must demonstrate leadership capabilities and plan to be involved in regional research in Hawai‘i and the Pacific Basin.

Myron B. Thompson Endowed Scholarship provides support to students pursuing a graduate degree and must be enrolled full-time or part-time at the Myron B. Thompson School of Social Work. Applicants must demonstrate a commitment to continuing Mr. Thompson’s legacy of concern for the health and well-being of Native Hawaiian communities.

For PhD students only

The Sentaro and Laurel T. T. Kaneda Endowed Scholarship provides financial assistance for full-time or part-time PhD students in Social Welfare who intend to practice in the field of social work in Hawai‘i for at least two years following attainment of the PhD degree.

The Richard S. and T. Rose Takasaki Endowed Scholarship provides financial assistance for full-time or part-time PhD students in Social Welfare who intend to practice in the field of social work in Hawai‘i for at least two years following attainment of the PhD degree, with preference given to candidates with a focus on social policy.

The Daniel Selvarajah Sanders Doctoral Award provides financial assistance for classified PhD students in Social Welfare whose interest and academic record reflect a focus on international social work, world peace, human rights, social justice, and the study of social welfare or social work issues from a global perspective. The award recipient is expected to develop a dissertation relevant to the professional interests of Dr. Sanders.

The Jensen Lampson Memorial Scholarship provides assistance to full-time or part-time students in the PhD Program in Social Welfare. Preference shall be given to those doing research in the Hawai‘i/Pacific region.

The Elaine K. Tamashiro Endowed Scholarship provides assistance to full-time or part-time students enrolled in the PhD program in Social Welfare and specializing in children and family issues.

Gordon & June Ito Foundation

The Gordon & June Ito Foundation Social Work Scholarship is open to full-time MSW students entering into the Concentration year of the Master’s program. Candidates must declare Gerontology or Health as their focus area, register for either SW 726: Practice w/the Aged, or SW 722: Practice in Health Care, and/or who will be registering for a 2nd year practicum in Gerontology or Health. Candidates are selected based upon scholastic merit, student involvement, community service, financial need and an essay. Selected applicants will be interviewed by representatives of the Foundation for final determination of awardees. Application information and materials will be made available through the SSW Student Services Office. For more information, please contact Cathy Iwai, Executive Director: ciwai@icfsnf.com.

National Association of Social Workers, Hawai‘i Chapter

NASW Student Community Service Scholarship supports three scholarships of $1,000 each to be awarded to three students who are currently enrolled in a BSW, MSW or PhD social work program at Brigham Young University, Hawai‘i; Hawai‘i Pacific University; and the University of Hawai‘i at Mānoa (to be awarded to one student from each of the three programs). Applicants must document a single or ongoing significant contribution to their community, are members of NASW, and are in good academic standing at their social work program. Applicants must highlight in a personal statement the type of service(s) they are providing in the community. Application information and materials will be made available through the SSW Student Services Office. For further inquiries, please email: info@naswhi.org.

Other Sources of Financial Aid at UHM

There are other sources of financial aid at the University of Hawai‘i at Mānoa, including the following:

The School of Pacific and Asian Studies (SPAS) awards a number of Pacific/Asian scholarships each year to support full-time undergraduate students who are pursuing studies important to the Pacific and Asian
regions. For more information, contact the School of Pacific and Asian Studies, Moore Hall 315, 1890 East-West Road, Honolulu, HI 96822; call (808) 956-8818; or visit http://www.hawaii.edu/shaps/funding.html.

The Office of Multicultural Student Services offers a limited number of scholarships to qualified undergraduate or graduate students, based on academic performance, community service and involvement, and financial need. Recipients are required to fulfill a volunteer service requirement. For more information, visit http://opmanong.ssc.hawaii.edu, or contact the Office of Multicultural Student Services, University of Hawai‘i at Mānoa, Queen Lili‘uokalani Center for Student Services 309, 2600 Campus Road, Honolulu, HI 96822.

Other Suggested Sources of Financial Aid

The University of Hawai‘i Foundation is a private, nonprofit organization that was established to encourage private support for the University of Hawai‘i. The UH Foundation provides fundraising services to the University and manages donated funds for the benefit of the University and its students. The UH Foundation offers scholarships to students at all UH campuses. For more information, visit the UH Foundation website at http://www.uhf.hawaii.edu/, call (808) 956-8849 or 1-866-846-4262, or write to University of Hawai‘i Foundation, P.O. Box 11270, Honolulu, HI 96808-0270.

The Hawai‘i Community Foundation administers a number of scholarship funds that are primarily available to residents of Hawai‘i. More information on available scholarships and how to apply can be obtained by visiting http://www.hawaiicommunityfoundation.org/, e-mailing scholarships@hcf-hawaii.org, or calling (808) 566-5570 (1-888-731-3863 toll-free from neighbor islands).

Kamehameha Schools offers financial assistance to undergraduate or graduate students, with preference given to applicants of Hawaiian ancestry to the extent permitted by law. For more information, please visit their website at http://www.pauahi.org/scholarships/, or contact their office by phone at (808) 534-3966 or by e-mail to scholarships@pauahi.org.

The East-West Center is an educational and research organization established to foster intercultural understanding and relations among the peoples and nations of Asia, the Pacific, and the United States. The Center awards a number of scholarships and fellowships aimed at promoting intercultural understanding and research on issues with international implications. For application forms and information, visit the East-West Center website at http://www.eastwestcenter.org/, or contact the East-West Center Award Services Office at (808) 944-7735 or 1601 East-West Road, Honolulu, HI 96848-1601, USA.

The American Association of University Women (AAUW) provides fellowships and grants for women in a wide range of disciplines. For more information, visit the AAUW website at http://www.aauw.org/learn/, call (319) 337-1716, e-mail aauw@act.org, or write to AAUW, Branch and State Local Scholarship Clearinghouse, Dept. 60, 301 ACT Drive, Iowa City, IA 52243-4030.

The Native Hawaiian Health Scholarship Program offers federal service scholarships to students of Hawaiian ancestry pursuing a degree in a health-related discipline (ex. social work). For more information, visit http://www.nhhsp.org/ or call (808) 585-8944.

The Barbara Alice Mower Memorial Scholarship offers grants for women residents of Hawai‘i who are committed to using their education to help other women, especially women of Hawai‘i. Scholarship is for use in graduate study or for undergraduate juniors and seniors. Amount: $3,000-5,000. Applicant must be enrolled or expecting to enroll full-time at a university, female, and resident of Hawai‘i. Application Requirements: Application, essay, references, transcript. Deadline: May 1.

Contact: Nancy A. Mower, 1536 Kamole Street, Honolulu, HI 96821; (808) 373-2901; E-mail: nmower@hawaii.edu.
Description of Courses

Required courses are offered one semester only each academic year. Elective courses are not necessarily offered annually. The following is a listing of all courses that the School of Social Work has been approved to provide.

BSW Courses

SW 200 The Field of Social Work (3) Orientation to the profession of social work; historical development, values and philosophy, scope and aims.

SW 302 General Social Work Practice I (3) Orientation to practice principles, concepts, values, knowledge base, and their application. Pre: 200, majors only.

SW 303 General Social Work Practice II (3) Introduction to practice skills with individuals, families, groups, and communities. A significant portion of class time is dedicated to writing instruction congruent with professional expectations. Pre: 302, majors only. Co-requisite: 391.

SW 325 History of Social Welfare (3) Historical developments and implications of social welfare activities, institutions, and policies and European backgrounds; introduce social welfare developments in selected non-European countries. Recommended: 200.

SW 326 Social Welfare as a Social Institution (3) Study of U.S. social welfare institutions and policies as an expression of societal response to human needs; interrelationship of American value system to goals, objectives, and policies of social security programs; focus on examination of Hawai‘i’s social service programs. Pre: SW 325.

SW 360 Human Development and Behavior for Social Work Practice (3) Examination of social and cultural variables such as human development and behavior; use of knowledge in these areas by social work practitioners. Recommended: 200.

SW 361 Sociocultural Content for Social Work Practice (3) Examination of ethnicity, class, and sex statuses as these affect human development and behavior for social work practice. Pre: SW 360.

SW 380 Topics in Social Welfare (V) An examination of current trends in the field of social welfare.

SW 391 Junior Practicum (3) Introduction to field instruction; application of social work knowledge, skills, and values to field experience. Pre: 302, 325, 360, 326 (or concurrent), & 361 (or concurrent); majors only. Co-requisite: 303.


SW 403 General Social Work Practice IV (3) Examination of practice methods and intervention models; identification and analysis of issues related to practice. A significant portion of class time is dedicated to writing instruction congruent with professional expectations. Pre: 402, majors only. Co-requisite: 491.


SW 475 Social Services with Children (3) Study of current social services for children in the U.S. with focus on familiarization of child welfare programs and services in Hawai‘i. Pre: senior standing or consent.

SW 477 Social Welfare Concepts and Issues in Gerontology (3) Aging and its effect on the individual, family groups, associations, and communities. Impact of aging on social service delivery systems, public policy and role of social work. Pre: senior standing or consent.

SW 480 Topics in Social Welfare (V) An examination of current trends and issues in social work.


SW 491 Senior Practicum (4) Field instruction, application, and integration of classroom knowledge with field experiences. Pre: 490, majors only. Co-requisite: 403.

SW 499 Directed Reading and Research (V) Planned individualized study or research in special area related to social work practice interest. Up to 3 credit hours. Pre: majors only, senior standing, and consent of program chair and faculty adviser.

MSW Courses

SW 500 Master’s Plan B/C Studies (1)

SW 606 Social Work Practice with Individuals (3) This beginning practice course introduces students to the basic processes of social work and the roles and skills needed for generalist practice. Relevant theories of social work practice with individuals are explored for their efficacy with various problems and for their applicability to practice with various ethnocultures, social classes, and oppressed populations. Interviewing and interpersonal skill development are incorporated. Pre: admission to MSW program.

SW 607 Social Work Practice with Families and Groups (3) This practice course builds upon the generalist framework and foundation content presented in 606. Special emphasis is given on models for assessment, intervention, and evaluation of practice with families and groups. Relevant theories of groups and the principles of group dynamics and group work methods are examined in
regard to task, therapeutic, psycho-educational, and social development groups. Family content includes structural, behavioral, communication/experiential, and culturally-specific theories of intervention. Pre: 606.

SW 630 Social Welfare Policy and Services (3) Examines in a historical and comparative framework the economic, social, political, organizational, and administrative factors influencing the development, formulation, and implementation of social welfare policies in the U.S. The course provides opportunity for the application of various models of social policy analysis in major areas of social welfare programming and service delivery. Pre: graduate standing and approval of instructor.

SW 631 Social Work Practice in Communities and Organizations (3) Community conceptualization; organized roles of developer, enabler, broker, mediator, and advocate; diagnostic and problem-solving technology; the special characteristics of the social worker as community organizer; matrix of structural objectives; sources and use of power; how to build an organization; and interorganizational negotiation. Pre: 606.

SW 636 Policies, Programs and Services on Aging (3) Explores policies, programs, and services for older adults. Students learn about the aging network, assess older adults’ needs, link older adults to appropriate services in the community, and track legislative bills that address older adults’ quality of life. Pre: graduate standing or consent.

SW 639 Social and Cultural Aspects of Aging (3) Overview of aging from the biopsychosocial-economic and cultural perspectives. Explores common theories of aging. Emphasis on bridging the gap between the realm of concepts and theories, and the world of practice in gerontology. Pre: graduate standing or consent.

SW 640 Introduction to Scientific Methods and Principles in Social Work (3) Understanding and interpreting results of nomothetic and idiographic research; design principles and statistical analyses and their relationship to practices; use of published research. Pre: graduate standing.

SW 650 Research Designs and Data Analyses for the Evaluation of Practice Effectiveness (3) Extending the study of scientific methods introduced in 640. Covers the range of empirical research methods and data analytic procedures suitable for knowledge building and practice evaluation at all levels of intervention from case to program. Pre: 640.
formulations and therapeutic techniques for practice in the field of family and child welfare. Emphasis placed on the development of specialized knowledge and skills for assessment, intervention, and evaluation of a variety of common child and family practice situations. Pre: completion of foundation courses.

SW 718 Seminar in Social Work Practice with Children and Families (3) This seminar is designed for students in the child and family concentration and builds upon past knowledge and skill development in practice classes and in the practicum. Students integrate, demonstrate, and extend earlier learning, acquire new knowledge, and learn and practice new skills. The course is organized around student case presentations in a consultation format. Meets seminar requirement. Pre: 717.

SW 722 Social Work Practice in Health Care (3) Didactic and experiential learning activity focuses on the major role functions of the social worker in the health field including assessment, contracting, counseling, advocacy, case management, discharge planning, family group work, community and team building. Course content covers health care policy, research directions in practice and social work management issues. Pre: completion of foundation courses.

SW 723 Seminar in Social Work Practice in Health Care (3) Through the use of case studies developed by the students, social work practice is examined in three areas of health care: primary care provided in health departments and medical groups, hospital-based services, and long-term care. Meets seminar requirement. Pre: 722.

SW 724 Seminar in Social Work Practice in Mental Health (3) This course prepares students for social work practice in mental health settings. As the first course in the concentration, it focuses primarily on minor or short-term mental dysfunctioning (e.g., reactive depression, anxiety). The course is built on conceptual foundations including cultural implications of mental health, human ecology, life cycle events, strengths assessments, and research. It includes a seminar component which involves student case presentations and consultations. Pre: completion of foundation courses.

SW 725 Social Work Practice in Mental Health (3) This course prepares students to work with persons who are experiencing major mental disorders and to improve the systems of care that have been developed to serve this population. It reviews the history of the community mental health movement, discusses relevant policies and laws, and describes the current mental health system in the United States and Hawai‘i. Pre: 724.

SW 726 Social Work Practice with the Aged (3) This course is designed for social work students specializing in social work practice with the aged and their families. It examines normative and pathological aging and its impact on physical processes, intellectual functions, and personality. Emphasis is placed on the development of specialized knowledge and skills for assessment, intervention, and evaluation of a variety of issues and needs common in later life. Discussions on the applicability of certain interventions with the older adult and the family, along with ethnocultural and gender considerations. Pre: completion of foundation courses.

SW 727 Seminar in Social Work with the Aged (3) This course, designed for social work students in the aged concentration, builds upon past knowledge and skill development from courses and practicum. Students examine micro and macro interventions used for a wide range of issues and problems encountered by older adults and their families through the use of both case presentation and case consultations assignments. Meets seminar requirement. Pre: 726.

SW 737 Social Work and the Law (3) Knowledge of judicial systems and law relevant to social work practice in corrections, child-family welfare, health, and mental health. Skills for effective participation in the legal process are acquired in moot court and in practice for testifying. Pre: graduate standing.

SW 741 Review of Research in Social Work (3) In-depth study of research in a substantive area. Each seminar will be devoted to a particular topic: e.g., foster care of children, effectiveness of social work intervention, etc. Pre: 650.

SW 743 Individual or Group Research Project—Plan B (V) Independent research (group of two to seven students or by an individual student) undertaken under the sponsorship of a faculty adviser. Elements are selection of a topic related to the practice of social work or knowledge relevant to that practice, utilization of empirical research methodology in collecting and analyzing original data, and preparation of a scholarly paper. Course continues as SW 744. Pre: 650.

SW 744 Individual or Group Research Project—Plan B (V) Continuation of SW 743. Pre: 743.

SW 746 Individual or Group Research Project—Plan B (V) One-semester research project.

SW 774 Cultural Factors in Work with Hawaiians (3) Hawaiian culture, past and present. Explores and examines possible approaches to working with Hawaiians and part-Hawaiians. Special emphasis on supports in the Hawaiian system that may promote maximal functioning for those Hawaiians experiencing problems in today's society. Meets seminar requirement. A-F only. Pre: graduate standing.

SW 776 Seminar on Women and Health (3) Women's health and the role of women health professionals. Current literature and research regarding attitudes, roles, rights, and health care. Pre: graduate standing or consent. (Cross-listed as NURS 744)

SW 790 Second-Year Practicum (V) Instruction in the field is continued. The practicum of the second year provides an opportunity for the student to test out concepts, principles, theories, and alternate approaches in actual practice settings. Pre: 691.

SW 791 Second-Year Practicum (V) Same as 790. Pre: Completion of 790.

SW 797 Advanced Social Welfare Policy and Change (3) This course builds on SW 630 and emphasizes a more thorough and comprehensive examination of major policies, programs, and populations central to a concentration (health, mental health, gerontology, child and family). Students learn a more focused and applied analysis of the relationship between social policy, social policy research, and social work practice, as well as the effects of social policy on the design, structure, and resource management of human service organizations within the student's area of concentration. Pre: completion of foundation courses.
PhD Courses

**SW 651 Quantitative Methods I (3)**
Introduction to quantitative methods in the behavioral sciences. Review of elementary statistical methods. Introduction to the general linear model as principle of data analysis. Pre: 640 or consent.

**SW 654 Multiple Regression in Behavioral Research (3)**
Advanced application of the general linear model to complex problems of data analysis. Relation of analysis of variance and co-variance to regression analysis. Pre: 651 or consent.

**SW 656 Multivariate Methods (3)**
Multivariate forms of analysis, variance, co-variance, discriminant analysis, canonical correlation, and principal components analysis. Pre: 654 or consent.

**SW 731 Social Policy Analysis (3)**
Students pursue in-depth a specific topic in the areas of social planning, social policy analysis, evaluation of social programs, administration, supervision, and consultation. Selectively a comparative perspective is introduced and case studies used to illustrate concepts, principles, and techniques, with implications for practice. Meets seminar requirement. Pre: 630 or classified PhD student in social welfare or instructor consent.

**SW 750 Analysis and Development of Knowledge for Social Work (3)**
Focuses on developing an understanding of philosophy of science, theory development, social work epistemology, and the analysis and development of knowledge for social work practice. Pre: classified PhD student in social welfare or consent.

**SW 751 Quantitative Methods II (3)**
Empirical research methodology with emphasis on design principles and measurement theory; design and measurement issues and problems in cross-cultural research. Pre: classified PhD student in social welfare or consent.

**SW 752 Qualitative Research: Philosophical, Methodological and Analytic Approaches (3)**
Theories and methods of qualitative research; problem formulation, informant selection, study design, data collection and analysis utilizing qualitative approaches. Pre: classified PhD student in social welfare; 640 or equivalent; departmental approval.

**SW 755 Dissertation Seminar (3)**
Culminating experience in social welfare doctoral specialization; integration of PhD core and specialization course work. Pre: classified student in PhD in social welfare program or consent.

**SW 800 Dissertation Research (V)**
Repeatable once.
Non-Discrimination & Affirmative Action Policy

The University of Hawai‘i at Mānoa (UHM) is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, and status as a covered veteran. This policy covers admission and access to, as well as participation, treatment, and employment in, UHM’s programs, activities, and services. With regard to employment, UHM is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Sexual harassment is expressly prohibited. UHM strives to promote full realization of equal opportunity through a positive, continuing affirmative action program in compliance with Federal Executive Order 11246. The program includes measuring performance against specific annual hiring goals, monitoring progress, and reporting on good faith efforts and results in annual affirmative action plan reports. UHM is committed to an affirmative policy of hiring and advancing the employment of qualified persons with disabilities and covered veterans.

Title IX: Gender Equity in Education

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Members of the University of Hawai‘i at Mānoa community, guests and visitors have the right to be free from all forms of sex/gender harassment, discrimination and misconduct, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others.

UH Mānoa recognizes its obligation to provide equal access to programs, services, and activities to students with disabilities. Contact the KOKUA (disabled student services) program for accessibility information and services.

For information on equal opportunity policies or complaint procedures for the UH Mānoa campus, please contact:

Students:
Lori Ideta, Interim Vice Chancellor for Students and Title IX and ADA Coordinator
QLCSS 409
Tel: (808) 956-3290 (Voice/Text)
Email: vcs@hawaii.edu

Students with Disabilities:
Ann Ito, Director: KOKUA
QLCSS 013
Tel: (808) 956-7511 (Voice/Text) or (808) 956-7612 (Voice/Text)
Email: kokua@hawaii.edu

Office of Title IX:
Dee Uwoto, Director and Title IX Coordinator
Hawai‘i Hall #124
Tel: (808) 956-2299
Email: t9uhm@hawaii.edu
Website: manoa.hawaii.edu/titleix/

Employees (and Affirmative Action Plan):
Mic Watanabe, Director of EEO/AA, Title IX and ADA Coordinator
Administrative Services Building 1, Room 102
Tel: (808) 956-7077
Email: eeo@hawaii.edu
Website: www.hawaii.edu/eeo

Sexual Harassment/Gender Equity:
Jennifer Rose, Gender Equity Specialist
QLC 210
Tel: (808) 956-9977
Email: geneq@hawaii.edu
Website: manoa.hawaii.edu/genderequity/

Civil Rights Specialist:
Jill Nunokawa, Civil Rights Specialist
QLCSS 210
Tel: (808) 956-4431

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day UH Mānoa receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials
with legitimate educational interests. A school official is a person employed by UH Mānoa in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of regents; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of UH Mānoa who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for UH Mānoa.

4. Parents and spouses of students are advised that information contained in education records, with the exception of directory information, will not be disclosed to them without the prior written consent of the student.

5. Students are advised that institutional policy and procedures required under FERPA have been published as Administrative Procedure AP 7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students. Copies may be obtained from the Office of the Vice Chancellor for Students.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UH Mānoa to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

7. Directory Information: The university has designated the following information from a student’s education record as "directory information": (1) Name of student; (2) Major field of study; (3) Class (i.e., freshman, sophomore, etc.); (4) Past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance); (5) Past and present participation in officially recognized sports (including positions held and official statistics related to such participation and performance); (6) Weight and height of members of athletic teams; (7) Dates of attendance; (8) Previous institution(s) attended; (9) Full or part-time status; (10) Degree(s) conferred (including dates); (11) Honors and awards (including dean’s list). At its discretion and in conformance with applicable state law, the university may disclose directory information to the public without obtaining a student’s prior consent, so long as certain conditions regarding general notification of disclosure of directory information have been followed. Specific directory information about an individual student will not be released to the public if the student has affirmatively informed the university that he or she does not want any or all of those types of information about himself or herself designated as directory information. The procedures for an individual student to "opt" out of disclosure is set forth in UH Administrative Policy A7.022.

For more information, please see: http://manoa.hawaii.edu/records/policies.html#ferpa

### University of Hawai‘i Administration

#### Board of Regents
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- Michelle Tagorda
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- Stanford Yuen

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- Krystyna Aune, Graduate Education
- Maenette Benham, Hawai‘i‘i’i School of Hawaiian Knowledge
- Thomas R. Bingham, Interim, School of Travel Industry Management
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- Jeffrey Carroll, Interim, College of Language, Linguistics & Literature
- William G. Chismar, Outreach College
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- Kristin Kumashiro, Interim, College of Natural Sciences
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- V. Vance Roley, Shidler College of Business
- Aviam Soifer, William S. Richardson School of Law
- R. Anderson Sutton, School of Pacific & Asian Studies
- Brian Taylor, School of Ocean & Earth Science & Technology
- Donald Young, College of Education

### Academic Rights and Freedoms of Students

The University of Hawai‘i, like all state universities, embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both student and faculty are indispensable and inseparable. Students, whether from the United States or from foreign countries, as members of the academic community are encouraged to develop a capacity for critical judgment and to engage in sustained and independent search for truth.

For its part, the University guarantees all students the freedom of silence. No student is required to engage in research on any topic or to make statements of any kind, unless it is the student’s wish to do so.
## 2015–2016 Calendar

### 2015 Fall Semester

**Orientation/academic advising/registration for continuing, new, and unclassified students**

Visit manoa.hawaii.edu/graduate/content/graduate-programs for deadline information as graduate admission deadlines vary by program. The Graduate Division begins processing applications around August 1 for the following fall semester.

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### January 1 (W)

**Holiday observed: New Year’s Day**

### January 5 (Tu)

**Fall admission application initial deadline for undergraduate students; final deadline for second bachelor's degree students and international undergraduate students**

### January 11 (M)

First day of instruction

### January 18 (M)

**Holiday: Martin Luther King Jr. Day (non-instructional day)**

### January 19 (Tu)

*Last day to drop courses (tentative)*

### January 20 (W)

*Last day to register/add courses/change grade option (tentative)*

### January 29 (F)

Last day for undergraduates to file spring degree applications.

Last day to file application for graduation for summer for spring commencement exercise on May 14, 2016.

### April 2016

**Theses and dissertations due in Graduate Division**

### May 2016

**Spring admission application deadline for post-baccalaureate unclassified students**

### 2016 Spring Semester

**Orientation/academic advising/registration for continuing, new, and unclassified students**

Visit manoa.hawaii.edu/graduate/content/graduate-programs for deadline information as graduate admission deadlines vary by program. The Graduate Division begins processing applications around May 1 for the following spring semester.

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<th>January 2016</th>
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### January 1 (W)

**Holiday observed: New Year’s Day**

### January 5 (Tu)

**Fall admission application initial deadline for undergraduate students; final deadline for second bachelor's degree students and international undergraduate students**

### January 11 (M)

First day of instruction

### January 18 (M)

**Holiday: Martin Luther King Jr. Day (non-instructional day)**

### January 19 (Tu)

*Last day to drop courses (tentative)*

### January 20 (W)

*Last day to register/add courses/change grade option (tentative)*

### January 29 (F)

Last day for undergraduates to file spring degree applications.

Last day to file application for graduation for summer for spring commencement exercise on May 14, 2016.
February 15 (M)  Holiday: Presidents’ Day (non-instructional day)
March 1 (Tu)  Last day for returning classified graduates to file for summer readmission
March 11 (F)  Last day for restricted withdrawals
March 21-25 (M-F)  Spring recess
March 25 (F)  Holiday: Good Friday and Kūhīō Day (non-instructional day)
April 1 (F)  Last day for instructors to submit “I” removal grades to the Office of the Registrar
Last day to apply for credit by examination for spring semester
Last day for returning classified graduate students to file for fall readmission
Theses and dissertations due in the Office of Graduate Education
April 19 (Tu)  Last day for examinations before finals
May 4 (W)  Last day of instruction
**Fall admission application final deadline for undergraduate students
May 5-6 (Th-F)  Study days
May 9-13 (M-F)  Final examinations
May 14 (Sa)  Commencement; semester ends

2016 Summer Session

May 23 (M)  First day of instruction (first session)
May 27 (F)  Last day for undergraduates to file application for graduation for summer
Last day for classified graduate students to file application for graduation for summer
Last day to file application for graduation for summer for fall commencement exercise on December 20, 2014.
May 30 (M)  Holiday: Memorial Day (non-instructional day)
June 3 (F)  Last day to file petition for admission to doctoral program (only by Mānoa campus master’s candidates who graduated in the spring)
June 10 (F)  Holiday observed: Kamehameha Day (non-instructional day)
July 1 (F)  First session ends
Theses and dissertations due in Graduate Division
July 4 (M)  Holiday: Independence Day (non-instructional day)
July 5 (Tu)  First day of instruction (second session)
July 15 (F)  Fall admission application deadline for post-baccalaureate unclassified students
August 12 (F)  Second session ends
August 19 (F)  Holiday: Statehood Day (non-instructional day)

* Refer to the Registration Guide (formerly Schedule of Classes).
** Some programs have earlier deadlines. Check with your department or school.